

Route map through learning, teaching and assessment

Course: Gàidhlig

Level: 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 Higher Gàidhlig.

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.

Education Scotland has published support materials to help staff develop programmes of learning drawn from three sources: course materials commissioned by Education Scotland, other support materials produced by staff seconded to Education Scotland and course materials provided by staff through their education authorities. Further materials will be added as they become available.

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 promote development of the necessary knowledge, understanding and skills for Higher Gàidhlig. Staff are encouraged to draw on these materials, and existing materials, to develop their own 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 a number of other subject-specific links staff may find helpful as they develop **programmes of learning** for Higher Gàidhlig. These links are followed by a sequential list of the key guidelines, advice and support for the Higher Gàidhlig **qualification**. 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 Higher Gàidhlig

Education Scotland NQ Course Materials on Glow (Glow login and password required – copy and paste this link into your browser)

<http://www.educationscotland.gov.uk/nqcoursematerials/subjects/gaidhlig/index.asp>

National Assessment Resource (Glow login and password required)

Materials that inform planning for learning, teaching, moderation and assessment.

<https://www.narscotland.org.uk/>



Western Isles Media Unit

This website contains materials to support learners studying Gàidhlig at secondary level.

<http://e-storas.com/secondary.aspx>

SQA course and unit support notes

These notes provide advice and guidance on learning and teaching.

http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_Languages_Gaidhlig.pdf

Higher Gàidhlig course content

Most of the SQA information on the new national qualifications in Gàidhlig can be found at

<http://www.sqa.org.uk/sqa/45675.html>.

All of the information relating specifically to Higher can be found at <http://www.sqa.org.uk/sqa/47906.html>.

Staff should also regularly check the updates and announcement section of this page.

Throughout this course learners will develop their skills in reading, writing, listening and talking in order to understand and use **detailed and complex** language.

The course consists of two units:

- Analysis and Evaluation, which develops the receptive skills of reading and listening
http://www.sqa.org.uk/files_ccc/CfE_Unit_H_Gaidhlig_AnalysisandEvaluation.pdf
- Creation and Production, which develops the productive skills of writing and talking
http://www.sqa.org.uk/files_ccc/CfE_Unit_H_Gaidhlig_CreationandProduction.pdf.

Learners must pass both units and the course assessment.

During the course learners will read and listen to a range of detailed and complex texts in order to understand, analyse and evaluate them as appropriate to purpose and audience, in the contexts of literature, language, media and culture. Learners will also create and produce detailed texts in talking and writing, as appropriate to purpose and audience in a range of contexts.

SQA general information for centres preparing learners for the performance component can be found at

http://www.sqa.org.uk/files_ccc/GAInfoHigherGaidhlig.pdf.

Internal assessment

The course comprises two mandatory units:

- **Gàidhlig: Analysis and Evaluation**
http://sqa.org.uk/files_ccc/CfE_Unit_H_Gaidhlig_AnalysisandEvaluation.pdf
- **Gàidhlig: Creation and Production**
http://sqa.org.uk/files_ccc/CfE_Unit_H_Gaidhlig_CreationandProduction.pdf

Learners must pass both the mandatory units and the course assessment to gain the full course award. A number of unit assessment support packs (UASPs) have been created by SQA. These outline a variety of tools that can be used to gather evidence across each of the outcomes and assessment standards in each unit. Some UASPs suggest a unit-by-unit approach while others suggest a combined approach. The latter in particular are designed to lessen the assessment burden on learners and staff by providing learners with the opportunity to generate evidence for multiple assessment standards across both units within one assessment activity.

UASPs may be adapted by centres in order to better fit the needs of their learners. This can be done without prior SQA verification provided that similar question types are used, the same assessment standards are applied and minimum requirements are not exceeded. SQA strongly recommends that staff submit newly devised or significantly changed unit assessments for prior verification before using them for assessment purposes. This is a free service from SQA and, if you give permission, SQA will publish these assessments on their secure website on an anonymised basis. Any assessments submitted for prior verification should have been internally quality assured by centre staff beforehand.

Units are assessed on a pass/fail basis. A pass is not based on a minimum score and assessment questions are not assigned a set number of marks. Instead, assessors will exercise their professional judgement about whether learners have met each assessment standard. This approach is particularly significant in the assessment of reading and listening. Staff should also note that the assessment of reading must be based on a learner's reading of an unseen text. Critical essays completed as part of a class literature study cannot, therefore, be accepted as evidence of achieving assessment standards in reading. When assessing listening, assessment judgements must be based on the learner's ability to examine the features of spoken language. A learner's analysis of media techniques will not serve as evidence of their listening abilities. Judging evidence tables are built in to the UASPs in order to support staff and centres as they make assessment decisions.

Evidence of learners' achievement might also arise naturally from day-to-day learning activities. A learner may, for example, meet some of the assessment standards for talking and/or listening during a group discussion activity.

Course assessment

Question papers

The course assessment at Higher comprises two question papers and a talking performance. The first question paper, Reading for Understanding, Analysis and Evaluation and Critical Reading and Writing, is worth a total of 50 marks. Learners will apply the reading skills they have developed during the course, responding to one unseen, detailed and complex, fiction or non-fiction text. Learners will have to answer questions that show they understand the writer's ideas and that they can summarise, analyse and evaluate the language used by the writer to convey those ideas. Learners have 100 minutes to complete the assessment.

The SQA specimen question paper for Reading for Understanding, Analysis and Evaluation and Critical Reading and Writing can be found at http://www.sqa.org.uk/files_ccc/GaidhligReadingandWritingSQPH.pdf.

The second question paper, Listening, has one section worth 20 marks. The assessment will last 40 minutes.

Learners will apply the listening skills they have developed during the course, responding to one detailed and complex non-fiction text. Learners will have to answer questions that show they understand the speaker's ideas and that they can analyse and evaluate the language used by the speaker to convey those ideas.

The SQA specimen question paper for Listening can be found at http://www.sqa.org.uk/files_ccc/GaidhligListeningSQPH.pdf.

The SQA course assessment specification provides further information on course assessment. http://www.sqa.org.uk/files_ccc/CfE_CourseAssessSpec_Higher_Languages_Gaidhlig.pdf

Performance: Talking

The purpose of this performance is to provide evidence of the learner's talking skills in Gaelic in a discussion in the context of Gaelic heritage and contemporary culture. This performance will give learners an opportunity to demonstrate their talking skills in Gaelic in a discussion and apply their knowledge and understanding of aspects of Gaelic heritage and contemporary culture. The performance will have 30 marks (30% of the total mark).

Verification

The verification process is intended to be supportive to staff.

Internal verification is the process of ensuring that 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 schools and is carried out by SQA.

Information on quality assurance can be found at <http://www.sqa.org.uk/sqa/58448.html>.

The following links will also support staff when preparing evidence for verification purposes, including prior verification, as well as internal and external verification:

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http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf

http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf

http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.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/files_ccc/FA6669_SQA_Results_Services_A5_8pp_brochure_web.pdf

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

SQA offer two services to replace the appeals service:

- 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.