SCOTTISH
QUALIFICATIONS
AUTHORITY

2005 Gàidhlig

Standard Grade – Writing

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

2005 Gàidhlig SG F/G/C Writing

Marking Instructions

The above aspects can be tabulated for ease of application, as follows:

	Foundation (Grades 6, 5)	**General (Grades 4, 3)**	**Credit (Grades 2, 1)**
	Standard: Satisfactory - High	**Standard:** Satisfactory - High	**Standard:** Satisfactory - High
Intelligibility	Re-reading may be necessary	Intelligible at first reading	Consistent clarity, fluency and accuracy
Relevance to task	Mandatory	Mandatory	Mandatory
Vocabulary	Appropriate choice	Appropriate choice	Wide range
Idiom	No specification	Appropriate choice	Wide range
Presentation	Some awareness of appropriate forms	Awareness of appropriate forms	Appropriate forms
Spelling, grammar and sentence construction	Errors	Some accuracy	Accuracy
Thoughts and ideas	No specification	Some originality	Originality

Each candidate's work is assessed on its own merits, based on the above aspects in relation to the purpose(s) of communication appropriate to the stimulus. In deciding which of the two grades to award within each Level, consideration is given to whether, in meeting the stated criteria for a particular Level, the candidate

has demonstrated a high standard of performance, or
has demonstrated a lower standard of performance but nevertheless meets the criteria.

A candidate who fails to meet the criteria for any Level will be assessed as Grade 7.

Scripts will be marked according to the GRC given below as appropriate to the given tasks.

Foundation Level (Grades 6, 5)	**General Level (Grades 4, 3)**	**Credit Level (Grades 2, 1)**
Purposes of Communication:		
The candidate can:	**The candidate can:**	**The candidate can:**
convey and seek simple information;	convey and seek specific information;	convey and seek information;
express and seek opinions and ideas on familiar topics and/or topics within the candidate's own experience;	express and seek opinions and ideas on a range of familiar topics;	express and seek opinions and ideas on a range of topics;
describe common activities and events;	describe a range of activities and events;	describe and comment upon a range of activities and events;
describe a personal or vicarious experience;	describe a personal or vicarious experience;	describe and comment upon a personal or vicarious experience;
relate a simple narrative.	relate a narrative.	relate a detailed or extended narrative.
Nature of Communication:		
The candidate can communicate in simple statements, although errors in spelling, grammar and sentence construction may restrict immediate intelligibility and make re-reading necessary.	The candidate can communicate satisfactorily at first reading. The errors occurring in spelling, grammar and sentence construction are not such as to interfere with the general intelligibility of the work.	The candidate can communicate with consistent clarity, fluency and accuracy.
The effectiveness of the communication is shown in relevance to the task, in appropriate choice of vocabulary and in some awareness of appropriate forms of presentation.	The effectiveness of the communication is shown in relevance to the task, in appropriate choice of vocabulary and idiom, in awareness of appropriate forms of presentation, in some accuracy in spelling, grammar and sentence construction, and in some originality of thought and ideas.	The effectiveness of communication is shown in relevance to the task, in a wide range of vocabulary and idiom, in appropriate forms of presentation, in accuracy in spelling, grammar and sentence construction and in originality of thought and ideas.

[END OF MARKING INSTRUCTIONS]