



**2008 Gàidhlig**

**Advanced Higher**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2008

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## 2008 GÀIDHLIG ADVANCED HIGHER

### Roinn (i) Sgrìobhadh

Mark Range	Description of Performance
42-50	<ul style="list-style-type: none"> <li>the candidate's response to the task reveals a high degree of thoughtfulness, insight and imagination</li> <li>the structure of the candidate's response is sequenced to create significant impact</li> <li>the stance adopted is distinctive and skilfully created and sustained</li> <li>style and language are used consistently with skill and crispness</li> </ul>
35-41	
32-34	<ul style="list-style-type: none"> <li>the candidate's response to the task reveals a good degree of thoughtfulness, insight and imagination</li> <li>the structure of the candidate's response is sequenced to create impact</li> <li>the stance adopted is clear and may reveal some skilful endeavours to control tone or mood</li> <li>style and language are used with a measure of skill to achieve desired outcomes</li> </ul>
30-31	
27-29	<ul style="list-style-type: none"> <li>the candidate's response to the task may reveal a degree of thoughtfulness, insight and imagination</li> <li>the structure of the candidate's response is sequenced to create some impact</li> <li>the stance adopted is mostly clear and appropriate with an endeavour to create tone or mood</li> <li>style and language are used to achieve desired outcomes</li> </ul>
25-26	
20-24	<ul style="list-style-type: none"> <li>the candidate's response to the task reveals little thoughtfulness, insight or imagination</li> <li>the structure of the candidate's response is poorly sequenced and creates little or no impact</li> <li>the stance adopted is unclear with little endeavour to create tone or mood</li> <li>style and language frequently do not achieve desired outcomes</li> </ul>
17-19	<ul style="list-style-type: none"> <li>the candidate's response to the task reveals very little thoughtfulness, insight or imagination</li> <li>the structure of the candidate's response is very poorly sequenced and creates little or no impact</li> <li>the stance adopted is unclear with hardly any endeavour to create tone or mood</li> <li>style and language hardly achieve desired outcomes</li> </ul>
0-16	

## **Roinn (ii) Sgrùdadh**

### **Earrann 1 – Rosg**

- 1.** Cho furasta is a bha e do Madonna a tha ainmeil agus beairteach pàiste uchd-mhacachd (1) agus nach b' eudar dhi fuireach bliadhna gu leth ann am Malawi mus d' fhuair i pàiste (1) ged is e sin lagh na dùthcha sin (1). **3**
  - 2.** San dùthaich seo tha sgrùdadh air a dhèanamh air dòigh-beatha an neach a tha airson pàiste uchd-mhacachd (1) is tha an sgrìobhadair ag ràdh gu bheil Madonna air tòrr connspaid adhbhrachadh bho nochd i (1) is gu bheil sin a' cur ceist mu cho freagarrach is a tha an dòigh-beatha aice (1). Cuideachd, ma thèid duine seachad air aois shònraichte chan fhaod iad pàiste uchd-mhacachd (1) is chan ann òg a tha ise (1). **5**
  - 3.(a)** Gum feum an dùthaich againne barrachd airgid a thoirt seachad airson taic a thoirt do na dùthchannan bochda (1) airson an dèanamh comasach air coimhead as dèidh nan daoine aca fhèin is an uairsin gum faod iad fuireach anns na coimhearsnachdan aca fhèin (1). **2**
  - (b)** Thuig i gu bheil clann a' bàsachadh (1) fhad 's a tha sinne a' feitheamh ri rudeigin a dhèanamh (1). **2**
  - 4.** Chan eil duine san dùthaich seo a' bàsachadh a' fulang le acras no tart (1) no co-dhiù cha leig iad a leas a thaobh is gu bheil siostam sòisealta againn (1) a bheir taic – chan ann mar seo a tha anns na dùthchannan bochda (1). **3**
- 15**

## Earrann 2 – Bàrdachd

1. Tòrr bruidhinn a' dol (1); aig luchd-poilitigs is luchd-gnothaich – iadsan aig a bheil cumhachd (1) ach chan eil freagairtean aca air staid na dùthcha (1). 3
  2. Sàsaichte – a' sealltainn cho math dheth is a bha iadsan a bha a' bruidhinn (1); fion – a' cur ris na briathran (1); an dealbh seo calg-dhireach an aghaidh an dealbh a tha am facal bochdainn a' cruthachadh (1); anns an tìr a' toirt ort smaoineachadh gu bheil a' bhochdainn seo a' toirt buaidh air mòran dhaoine (1); ach tha nas lugha ann den fheadhainn aig a bheil cumhachd ach tha iadsan math gu leòr (1). 5
  3. Chan eil daoine aig a bheil a' chumhachd a' bodraigeadh faighneachd (1) dhan fheadhainn aig a bheil eòlas air an t-suidheachadh dè bheachd a tha aca (1) ged is ann aig na daoine seo a tha am fiosrachadh a bhiodh gu feum dhaibh (1). 3
  4. Cion obrach (1) is daoine ann an droch staid chionn is nach robh sian aca (1). 2
  5. Gur e cogadh eile am freagairt airson staid na dùthcha a leasachadh (1) is gum bi barrachd obrach ann ged a bhios call ann cuideachd (1) NO freagairt iomchaidh. 2
- 15**

### **Roinn (iii) Litreachas**

Marks will be awarded for demonstrating an understanding of the theme, stance and purpose of the text and commenting critically on technical aspects.

At this level candidates are expected to analyse and evaluate a text in some detail. A satisfactory answer will be characterised by the candidate being able to:

- recognise key elements, central concerns and significant details of the text
- explain accurately and in detail the ways in which aspects of structure, style and/or language contribute to the meaning, effect and/or impact of the text
- provide a considered personal response with detailed and relevant evidence from the text
- use critical terminology appropriate to the text

<b>Mark Range</b>	<b>Description of Performance</b>
<b>42-50</b>	<ul style="list-style-type: none"><li>• the candidate demonstrates a clear and thoughtful consideration of the text which indicates a personal and definite interaction with it</li></ul>
<b>35-41</b>	<ul style="list-style-type: none"><li>• the candidate's response to the text demonstrates a clear understanding of key elements, central concerns and significant details of it</li><li>• the candidate's response to the text includes relevant and insightful critical comment and demonstrates confident handling of literary/linguistic concepts, techniques, forms</li><li>• the candidate makes judgements which are relevant, thoughtful and clearly based on detailed evidence drawn from the text</li></ul>
<b>32-34</b>	<ul style="list-style-type: none"><li>• the candidate demonstrates a thoughtful consideration of the text which indicates a personal and definite interaction with it</li></ul>
<b>30-31</b>	<ul style="list-style-type: none"><li>• the candidate's response to the text demonstrates a good understanding of key elements, central concerns and significant details of it</li><li>• the candidate's response to the text includes relevant and insightful critical comment for the most part and demonstrates good handling of literary/linguistic concepts, techniques, forms</li><li>• the candidate makes judgements which are relevant, thoughtful and based on evidence drawn from the text</li></ul>
<b>27-29</b>	<ul style="list-style-type: none"><li>• the candidate demonstrates a sufficient amount of thoughtful consideration to indicate an adequate personal interaction with it</li><li>• the candidate's response to the text demonstrates an awareness of key elements, central concerns and significant details of it</li></ul>
<b>25-26</b>	<ul style="list-style-type: none"><li>• the candidate's response to the text includes some relevant and thoughtful critical comment and demonstrates adequate handling of literary/linguistic concepts, techniques, forms</li><li>• the majority of the candidate's judgements are relevant and based on evidence drawn from the text</li></ul>
<b>20-24</b>	<ul style="list-style-type: none"><li>• the candidate does not demonstrate sufficient evidence of thoughtful consideration to indicate an adequate personal interaction with the text</li><li>• the candidate's response to the text demonstrates little awareness of key elements, central concerns and significant details of it</li><li>• the candidate's response to the text includes hardly any relevant or thoughtful critical comment and does not adequately demonstrate awareness of literary/linguistic concepts, techniques, forms</li><li>• the majority of the candidate's judgements are not relevant</li></ul>

<b>17-19</b>	<ul style="list-style-type: none"> <li>• the candidate demonstrates very little or no evidence of thoughtful consideration to indicate an adequate personal interaction with the text</li> <li>• the candidate's response to the text demonstrates little or no awareness of key elements, central concerns and significant details of it</li> </ul>
<b>0-16</b>	<ul style="list-style-type: none"> <li>• the candidate's response to the text includes no relevant or thoughtful critical comment and does not adequately demonstrate awareness of literary/linguistic concepts, techniques, forms</li> <li>• the majority of the candidate's judgements are not relevant</li> </ul>

### **Roinn (iv) Eadar-Theangachadh**

1.	Chaidh rabhadh a thoirt	2
2.	dha na poilis aig coinneamh	2
3.	o chionn ghoirid gu feumadh iad	2
4.	sùil a chumail a-mach airson eucoraich	2
5.	a tha a' feuchainn ri ceann a tuath	2
6.	na h-Alba a chur fodha	2
7.	le drogaichean cunnartach.	2
8.	“Tha trioblaid nan drogaichean a’ dol	2
9.	am meud anns a’ cheann a tuath	2
10.	mar a tha e air feadh na dùthcha	2
11.	ged nach eil e fhathast cho dona	2
12.	agus a tha e shìos aig deas”, arsa neach-labhairt	2
13.	an dèidh na coinneimh.	2
14.	Nì na h-eucoraich sin rud sam bith	2
15.	airson drogaichean a reic. Tha iad a’ coimhead air	2
16.	mar ghnìomhachas sam bith eile.	2
17.	Tha iad coma cò air	2
18.	a nì iad cron	2
19.	no cò mharbhas iad.	2
20.	Tha an obair a th’ orra olc.	2
		<b>40</b>

[END OF MARKING INSTRUCTIONS]