



**2008 Gaelic (Learners)**

**Higher**

**Section B: Reading, Writing and Literature**

**Finalised Marking Instructions**

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**2008 Gaelic (Learners) Higher**  
**Section B(i): Reading**

- 1 What was the writer doing in the first sentence? **2**
- Walking down/a street.
- 2 Whom did he see? **2**
- A man of about twenty years of age.
- 3 (a) What was this person doing? **2**
- He was sitting/at Marks and Spencer's window.
- (b) What was in front of him? **2**
- A bowl/with a little money in it.
- 4 What did this person shout at the writer? **2**
- Do you have (any) money/friend?
- 5 Why was the writer uncertain about what to do? **4**
- Did the person really need the money?/Or was he as some of the newspapers were saying/trying to get money/without working for it.
- 6 (a) What did the writer do? **1**
- He walked past.
- (b) Why? **3**
- He decided/that he looked healthy enough/and that he should be working.
- 7 What did the writer hear someone say to him? **3**
- It breaks/your heart/doesn't it?
- 8 Who spoke to him? **1**
- An old woman.

- 9 What did she tell him? 5
- Her husband died/a month ago/and she felt so sorry for him (the man in the street)/that she gave her husband's/(good) leather shoes to him.
- 10 How did the writer feel upon hearing this? 1
- Very guilty/quite guilty.
- 11 Identify **five** statements which the woman makes about the man's past? 5
- Any 5 of the following:
- when he was 16 he was thrown out of his home
  - his mother was often under the influence of alcohol/strong drink
  - there was no sign of his father
  - he ran away to London
  - he stayed in a hostel in London
  - he got work in a shop
  - he lost his work after six months because he slept in in the mornings
  - without work he began to sell drugs
  - the police caught him and he was in prison for a while.
- 12 When did the person mentioned return from London? 1
- Last year/a year ago/the previous year.
- 13 Why can this person not obtain employment now? 1
- Because he was in prison.
- 14 Why did the writer thank the person who spoke to him? 1
- For the information she gave to him.
- 15 What did the writer say in the last three lines of the passage? 4
- Here friend (1). Things must be very (1) difficult for you/I hope (1)/you get work (1) soon.

**(40)**

## SECTION B(ii): WRITING

Marks will be awarded for communicating effectively and displaying a knowledge and application of grammar, syntax and structures.

At this level candidates are expected to produce written Gaelic of some complexity. A satisfactory written piece will be characterised by:

- appropriateness of structure
- suitability for purpose and audience
- clarity, fluency and accuracy
- variety of vocabulary with accurate use of idiom where appropriate
- variety of sentence structures with accurate use of a range of verb forms and clauses

Mark Range	Description of Performance
34-40	<ul style="list-style-type: none"><li>• the candidate structures the written response competently</li><li>• the candidate's response demonstrates awareness of the rules of grammar with few errors of a major nature</li></ul>
28-33	<ul style="list-style-type: none"><li>• the candidate writes at greater length using syntax and structures of some complexity, a wider range of vocabulary, and appropriate use of memorised material</li><li>• there may be accurate use of idiomatic language</li></ul>
26-27	<ul style="list-style-type: none"><li>• the candidate structures the written response with some competence</li><li>• the candidate's response demonstrates awareness of the rules of grammar with a small number of errors of a major nature</li></ul>
24-25	<ul style="list-style-type: none"><li>• the candidate writes at length using syntax and structures of some complexity, a good range of vocabulary, and appropriate use of memorised material</li></ul>
22-23	<ul style="list-style-type: none"><li>• the candidate makes an acceptable attempt to structure the written response</li><li>• the candidate's response shows sufficient awareness of the rules of grammar, appropriate to this level, to ensure comprehension in spite of errors</li></ul>
20-21	<ul style="list-style-type: none"><li>• the candidate uses simple sentences, possibly with some awkward use of memorised material</li></ul>
16-19	<ul style="list-style-type: none"><li>• the candidate makes an attempt to structure the written response</li><li>• the candidate's response shows an awareness of the rules of grammar, appropriate to this level, but errors in language are common</li><li>• the candidate uses simple sentences which are limited in variety</li></ul>
14-15	<ul style="list-style-type: none"><li>• the candidate's attempts to structure the written response contain frequent linguistic errors</li><li>• the candidate writes in phrases or short sentences which are limited in variety and convey little or no relevant information</li></ul>
0-13	<ul style="list-style-type: none"><li>• it may be difficult or impossible to comprehend most of the candidate's response</li></ul>

### SECTION B(iii): LITERATURE

Marks will be awarded for communicating effectively and displaying a knowledge and application of grammar, syntax and structures.

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:

- demonstrate an understanding of the theme of the text
- demonstrate an understanding of the author's purpose and viewpoint
- evaluate the effectiveness of the text in achieving its purpose
- express a personal appreciation of the treatment of the theme using evidence from the text
- use critical terminology appropriate to the text

Mark Range	Description of Performance
34-40	<ul style="list-style-type: none"><li>• the candidate's evaluation of the effectiveness of the text shows a comprehensive appreciation of the writer's theme, purpose and stance</li><li>• the candidate's personal appreciation of the text is lucid and is presented in a logical and perceptive manner</li></ul>
28-33	
26-27	<ul style="list-style-type: none"><li>• the candidate's evaluation of the effectiveness of the text shows a good appreciation of the writer's theme, purpose and stance</li><li>• the candidate's personal appreciation of the text is mostly clear and is for the most part presented logically and with some perception</li></ul>
24-25	
22-23	<ul style="list-style-type: none"><li>• the candidate has a basic grasp and evaluation of the writer's theme, purpose and stance</li><li>• the candidate's personal appreciation of the text is reasonably detailed and relevant</li></ul>
20-21	
16-19	<ul style="list-style-type: none"><li>• the candidate's grasp and/or evaluation of the writer's theme, purpose and stance is problematic</li><li>• the candidate's personal appreciation of the text lacks detail and relevance</li><li>• very little or no evidence from the text is used to support the appreciation</li><li>• the candidate's response uses very little or no critical terminology</li></ul>
14-15	<ul style="list-style-type: none"><li>• the candidate displays very little or no grasp/evaluation of the writer's theme, purpose and stance</li><li>• the candidate's personal appreciation of the text is neither detailed nor relevant</li></ul>
0-13	

[END OF MARKING INSTRUCTIONS]