



2010 Gaelic (Learners)

Higher – Reading, Writing and Literature

Finalised Marking Instructions

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2010 Gaelic (Learners) Higher
Section B(i): Reading

- 1** Where was the writer's friend to be married? **1**

 - On a Greek island or Island in Greece

- 2** When was the marriage to take place? **1**

 - In July

- 3** What additional information are we given about the timing of the marriage? **1**

 - It was the hottest month

- 4** What two benefits did the writer see in attending this event? **2**

 - He would be going to a warm (sunny) country or place/meet friends

- 5** What caused a little bit of concern? **2**

 - Going to be very warm/perhaps (around) 42 degrees Celsius

- 6** What was the contrast between the weather in the two places mentioned in paragraph two? **2**

 - Glasgow was wet and cold/and the heat of the sun was felt on the island or the island was hot

- 7** Describe two of the rooms in his hotel suite. **4**

 - Small kitchen with a fridge (2) AND/OR a bathroom with shower as powerful as you would want (2) AND/OR a bedroom with a large comfortable bed and a television with lots of digital channels (2).

- 8** Give a detailed description of where the church was situated according to paragraph four. **4**

 - About ten minutes away from the hotel/at a bay/as beautiful as you would ever see

- 9** Give two details about the location. **2**

 - Any two: Surrounded by large hills/(sandy) white (private) beach/high rocks jutting out to sea

- 10** Describe how the bride and groom arrived. **2**

 - Bridegroom came by boat/bride arrived in a (dark blue prestige) car

- 11** How many guests attended the wedding? **2**
- About/twenty
- 12** (a) How was the first course of the meal served? **2**
- Plates were put down in the middle of the table/for people to help themselves
- (b) What did the second course consist of? **2**
- A choice of/selection of (1) meat and fish (1)
- (c) What was unusual about the sweet course? **1**
- It was the wedding cake
- 13** (a) Where were the fires burning? **2**
- Between five and ten miles/away
- (b) Who had started the fires? **1**
- A 70 year old man/person
- (c) How had the fires started? **2**
- (He had started) burning leaves
- 14** What effect did this have on restaurants? **3**
- Ash was falling/on to clean, white/tablecloths
- 15** Why did the fires not affect those at the wedding? **2**
- The wind was blowing/the ash away
- 16** Other than the wedding, what did the writer enjoy, and how much did he enjoy it? **2**
- He enjoyed the trip/greatly

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

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

[END OF MARKING INSTRUCTIONS]