



**2010 Gàidhlig**  
**Advanced Higher**  
**Finalised Marking Instructions**

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## 2010 Gàidhlig

### An Àrd Ìre Adhartach

#### 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**

**Is e stiùireadh a tha anns na sgeamaichean agus gabhar ri freagairtean iomchaidh eile cuideachd.**

1. gu bheil e ag aontachadh (1) ris an duine a thuirte gur e peanas a bh' ann (1) gu feumadh an nighean aige na leabhraichean aige a leughadh (1);  
's ann a shaoileadh duine gur ann a bhiodh e toilichte (1). **4**
  
2. air leth làidir (1); tha e a' cleachdadh an fhacail “breitheanas” as àbhaist a bhith air a chleachdadh co-cheangailte ri creideamh no ri peanasachadh (1). **2**
  
3. chionn 's gu bheil e den bheachd nach dèan thu ach daoine a ghràineachadh (1) bho leabhraichean ma bheir thu orra (1) an leughadh. **2**
  
4. (a) A trì à: tha “mìorbhailean” agus “brèagha” a' ciallachadh rudan a tha iongantach (1) agus nan tlachd (1) ach tha am facal “fuiling” mar as trice a' dol le rudan dona mar pian (1); gu bheil iad a' dol an aghaidh a chèile (1). **3**
  
- (b) a' toirt ort a bhith a' faireachdainn gur e obair chruaidh (1) agus throm/mhì-chàilear (1) a th' ann. **2**
  
5. tha e ag ràdh gur ann a tha litreachas airson solas a chur air rudan agus toileachadh a thoirt dha daoine (1) agus nach ann airson agus gum bi daoine ga thoirt as a chèile agus a' feuchainn ri adhbhar fhaighinn son a h-uile rud a tha sgrìobhadair ag ràdh (1). **2**

**(15)**

## Earrann 2 – Bàrdachd

1. taigh far am biodh òrain/ceòl/cèilidh a' dol (1)  
ach chan eil duine a' fuireach ann an-diugh (1). 2
  2. b' àbhaist mòran dhaoine bhith a' cruinneachadh ann (1) ach tha e falamh  
a-nis (1). 2
  3. gu bheil e ag ràdh “gu robh snigh’ air mo ghruaidhean” (1); ie gu bheil deòir na  
shùilean (1). 2
  4. Chaidh a’ bheatha (“an t-anam”) a toirt às an taigh (1) an aghaidh a thoil/le neart  
 (“sguab”) (1) agus chan eil air fhàgail ach an còmhdach (an ‘corp’) (1). 3
  5. Tha am bard a’ cleachdadh uaim an seo (1); tha fuaim cruaidh, mì-thlachdmhor  
aig na faclan (1); ged nach eil am balla ‘balbh’ gu litireil, chan eil am mac-talla  
ann a chleachd a bhith ann (1)/ chan eil e ag innse dad (1). 3
  6. Tha e a’ ràdh gu bheil an taigh mar gum biodh e a’ caoineadh (1); tha seo a’ toirt  
beò dhuinn cho duilich is a bha bàs am bhàird (1); tha co-fhaireachdainn againn  
ris an taigh-tha faireachdainn aige mar a th’ againn fhèin (1). 3
- (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><li>• The candidate's response to the text demonstrates a clear understanding of key elements, central concerns and significant details of it.</li></ul>
<b>35-41</b>	<ul style="list-style-type: none"><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><li>• The candidate's response to the text demonstrates a good understanding of key elements, central concerns and significant details of it.</li></ul>
<b>30-31</b>	<ul style="list-style-type: none"><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.  | Chuireadh na h-atharraichean       | 1 |
| 2.  | a tha air a thighinn air Sealtainn | 1 |
| 3.  | bho sguir an dàrna cogadh          | 1 |
| 4.  | iongnadh air duine                 | 1 |
| 5.  | Fhuair na sgìrean dùthchail        | 1 |
| 6.  | an dealan agus an t-uisge          | 1 |
| 7.  | anns na leth-cheudan/caogadan      | 1 |
| 8.  | agus dh' fhosgail seo an t-slighe  | 1 |
| 9.  | dha na leasaichean mòra            | 1 |
| 10. | a thàinig air staid nan taighean.  | 1 |
| 11. | Air feadh nan eilean               | 1 |
| 12. | nochd                              | 1 |
| 13. | taighean ùra, grinn                | 1 |
| 14. | agus chaidh mòran de               | 1 |
| 15. | na seann taighean croite           | 1 |
| 16. | an cur air dòigh.                  | 1 |
| 17. | Saoilidh duine ge-tà               | 1 |
| 18. | gur e obair na h-ola               | 1 |
| 19. | a bu mhotha                        | 1 |
| 20. | a dh' atharraich an t-àite         | 1 |

**(20)**

[END OF MARKING INSTRUCTIONS]