



Subject	Gaelic (Learners)
Level	Intermediate 2

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the Examination.

Comments on candidate performance

General comments

The general standard of response was very positive, with about 70% of candidates achieving an A or B grade. Candidates, in general, performed significantly better in Reading than in Listening and there were some notable successes in Writing.

Areas in which candidates performed well

Candidates who had prepared thoroughly for Writing scored very highly in this section with some achieving full marks.

Areas which candidates found demanding

In Reading papers, some candidates found Question 2 challenging.

The following vocabulary was found demanding:

Reading

- 2a ii *an t-seachdain seo chaidh* - last week
- 2b *prògram chloinne* – the genitive version of *clann* - children
- 2c *sgoilearan òga* - young pupils
- 3b the construction *piuthar mo mhàthar* - my mother's sister or auntie
- 3d *nas fheàrr* - better

Listening

- 5 *tuath* - north
- 7b *sgoilearan* - pupils
- 8 *seòladh* - sailing
marcachd - horse riding
- 9b *cunnartach* - dangerous
- 10 *nas fhasa* – easier was recognised by only a small number of candidates
- 11 *làidir* - strong
the lenited form of *blàth* – warm in *seacaidh bhlàth*
- 12b *airson biadh a cheannach* – to buy food
- 13 *clogaidean* - helmets
- 14 *dòchas* - hope
- 15 *cola-deug* - fortnight

Advice to centres for preparation of future candidates

Centres are advised to continue to address the discrepancy between the performance in Reading and Listening by giving candidates as wide an experience of listening to different voices, accents and dialects as possible.

Candidates should be reminded of the benefit of thorough preparation for Writing tasks and guided to Past Papers to familiarise themselves with the types of questions likely to appear.

Statistical information: update on Courses

Number of resulted entries in 2008	30
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Number of resulted entries in 2009	44
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Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 180				
A	38.6%	38.6%	17	126
B	25.0%	63.6%	11	108
C	29.5%	93.2%	13	90
D	2.3%	95.5%	1	81
No award	4.5%	100.0%	2	-

General commentary on grade boundaries

- While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- Each year SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- Where standards are comparable to previous years, similar grade boundaries are maintained.
- An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in say Higher Chemistry this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related as they do not contain identical questions.
- SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.