

Principal Assessor Report 2005

Assessment Panel:

Gaelic

Qualification area

**Subject(s) and Level(s)
Included in this report**

**Gaelic (Learners) Standard Grade Credit, General
and Foundation**

**Standard Grade Gaelic (Learners) Writing –
Credit/General**

Statistical information: update

Number of resulted entries in 2004	316
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Number of resulted entries in 2005	314
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General comments re resulted entry numbers

Entry numbers are similar to the previous year. Only 132 out of 316 candidates are opting to do the optional writing paper. There was no change in the presenting centres.

Statistical Information: Performance of candidates

Distribution of overall awards

Grade 1	34.7%
Grade 2	31.5%
Grade 3	19.7%
Grade 4	9.6%
Grade 5	1.9%
Grade 6	0.6%
Grade 7	0.0%
No award	1.9%

Comments on any significant changes in distribution of overall awards

The cohort was not as uniformly able as in the previous year. Candidates performed best in speaking. There were fewer grade 1 awards in Writing but more grade 2s. This was mirrored in Listening and Reading.

Grade boundaries for each assessable element in the subject included in the report

Assessable Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Foundation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
R	60	52	34	50	34	25	40	31	24
L	50	29	16	40	26	20	30	22	15

Comments on grade boundaries for each assessable element

With the exception of the Credit Listening, papers worked well. The boundary marks for Listening Credit were reduced to reflect this. The demands of the Reading papers were similar to the previous year and, consequently, the cut-off score was retained as in 2004. Cognisance was also taken of the lower estimates submitted by teachers.

Comments on candidate performance

General comments

Teachers and lecturers are to be commended for their preparation of candidates for this diet of examinations.

Areas of external assessment in which candidates performed well

With the exception of the Standard Grade Listening at Credit level, there were good individual performances. The papers were well set and afforded candidates an opportunity to demonstrate their ability. The writing paper was done well, largely as a result of the questions being predictable and from familiar contexts. The standard of audio materials was very good.

Areas of external assessment in which candidates had difficulty

Many candidates showed a lack of care with regard to tenses of verbs, plural forms and were unfamiliar with the verb, *còrd*.

Standard Grade Reading General

The following language proved challenging for some candidates:

Q2a – *Grannnd*

Q2c – *Tha an sgoil a' còrdadh rium.*

Q2d – *Chan eil mi math air a h-uile cuspair a tha agam.*

Q3b – *Bu toigh leam a bhith math air Gàidhlig a bhruidhinn mus fàg mi an sgoil.*

Q6f – *Choisich mi trì mìle gu leth.*

Q6h – *Aon fheasgar, chaidh mi a dh'fhaicinn dealbh-chluich eibhinn.*

Q6i – *B' e seo an rud a b' fheàrr a chord rium air fad.*

Standard Grade Reading Credit

The following language proved challenging for some candidates:

Q1d – *An uair a bha Gleus a' cluich anns an àite far a bheil mi a' fuireach, chaidh mi chun a' chonsairt aca.*

Q2h – *Chaidh sinn gu mòran àiteachan ach bha tòrr spòrs againn cuideachd!*

Q4a – *Tha leabhar inntinneach anns na bùithean an-dràsta agus bu choir don a h-uile deugaire a leughadh.*

Standard Grade Listening Foundation

The following language proved challenging for some candidates:

Q10 – *Cha do dh'ith mi bracaist.*

Standard Grade Listening General

The following language proved challenging for some candidates:

- Q5 – *Bidh i frasach..*
 Q10 – *Feumaidh sinn èirigh tràth a-màireach..*
 Q6 – Plural forms tended to be omitted.
 Q8 – *Bidh mise uaireannan tinn air bus.*
 Q11 – *Bheir m' athair mise don sgoil.*
 Q12 – *Tha A' Bhean Phòsta NicLeòid agus Maighstir Dòmhnallach a' dol còmhla rinn.*

Standard Grade Listening Credit

The following language proved challenging for some candidates:

- Q1 – *Dè tha dol?*
 Q5 – *Tha an dealbh eadar oifis ceannard na sgoile agus an leabharlann.*
 Q6 – *An uair a bha i òg, bha i a' fuireach air eilean coltach ris an dealbh.*
 Q7 – *Feasgar, rinn sinn dealbhan airson taisbeanadh Talla a' Bhaile.*
 Q8b – *Chaidh sinn tarsainn an rathaid aig an drochaid.*
 Q10 – *Bha mise ann am buidhinn airson luchd-tòiseachaidh.*
 Q11 – *Cha robh mise a' speileadh bho bha mi anns a' bhunsgoil.*
 Q12 – *Cha robh e furasta fuireach na mo sheasamh.*
 Q13 – *Tha mi a' gluasad nas luaithe a-nis.*
 Q15 – *Bha mi toilichte nach do bhris mi làmh no cas.*
 Q17 – *Cha robh trì làithean fada gu leòr.*

Standard Grade Writing Credit/General

There was evidence of careless use of aspiration, use of accents, tenses, plurals and a high dependency on translating directly from English. Candidates would benefit from being given Gaelic equivalents of modern phraseology, many of these stem from an Australian and American media influence. A significant number of candidates had difficulty conveying details of their family, pets, own names and in expressing enjoyment. Sentence structuring was poor with sentences often missing the verb.

The following quotes, from candidates' scripts, illustrate the difficulties some candidates have in articulating their writing:

- *Tha mi coig cas agus naoi oirleach fada.*
- *Tha e uabhasach gle mhath.*
- *Ith mi ceic agus tì, Eoghann cuideachd. Tha Eoghann mo aosta caraid.*
- *Dhachaigh – mìlse – dhachaigh.*
- *Thug sinn bàta-aiseig gu Ullapul agus an uairsin thug sin càr gu Glaschu..*
- *Tha mi a' fuirich ann an Uibhist..*
- *Gabh mi aon bhrathair.*
- *Tha mi sabh Michael.*
- *A' coisich mo chù.*

Recommendations

Feedback to centres

Presenting Centres from areas where Gaelic is accessible in the community should consider the benefits of the relaxation of Age and Stage and allow their most able candidates to undertake Standard Grade at the end of S3.

Additionally. Presenting Centres should ensure that:

- Guidelines on allocation of candidates to Gàidhlig or Gaelic (Learners) are adhered to.
- Presentation levels are considered carefully.
- More time is devoted to developing the skill of writing.
- The language areas, purposes and grammar listed below are integrated within the learning and teaching process.