



**2012 Gàidhlig**

**Advanced Higher**

**Finalised Marking Instructions**

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## Marks Recording

To ensure the accurate recording and processing of marks the following instructions should be adhered to:

1. Record the total mark for each paper on the front cover of each answer book.
2. When you have marked all of the papers for a single candidate, use the grid on the back cover of the Writing booklet to record the marks for each paper.
3. Aggregate the marks and clearly record the Grand Total.
4. Transfer the Grand Total to the front cover of the Writing booklet and **circle** it - this is important to differentiate the Grand Total from the Writing mark.
5. Slot all of the papers belonging to the candidate inside the cover of the Writing booklet.

## 2012 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></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></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></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></ul>
0-16	

## Roinn (ii) Sgrùdadh

### Earrann 1 – Rosg

1. A dhà à: Rinn e milleadh air an àrainneachd (1); milleadh air beò-shlàint dhaoine (1); chuir e a' chompanaidh BP ann an cunnart (1). **2**
  2. Bha daoine a' cur mòran airgid dhan chompanaidh (1) an dùil ri tuilleadh airgid a dhèanamh (1). **2**
  3. Cha robh iad (luchd-obrach BP agus nam bancaichean) cho faiceallach is a bu chòir (1) air sgàth gun robh uallach ga chur orra a bhith a' dèanamh prothaid (1). **2**
  4. Nam biodh siostam ann airson dèiligeadh ri rudan mar seo (1) agus gum biodh dùthchannan an t-saoghail ag aontachadh ris (1). **2**
  5. Chionn 's gu bheil Ameireaga air tòrr èigheach a dhèanamh far an robh companaidh Breatannach ciontach (1) ach nach do rinn i an aon seòrsa gearain far an robh companaidh Ameireaganach ri coireachadh (1). **2**
  6. (a) Tha fhathast clann gam breith agus rudan ceàrr air am bodhaig (1). **1**  
(b) An cur dhan phrìosan airson dà bhliadhna (1). **1**
  7. Cùirt eadar-nàiseanta a chur air chois airson tubaistean mòra (1); a' dèanamh rannsachadh (1); a' peanasachadh (1). **3**
- (15)**

## Earrann 2 – Bàrdachd

1. Gus coimeas a dhèanamh eadar i fhèin agus am boireannach eile a tha a' nochdadh anns a' bhàrdachd (1) agus airson sealltainn cho fìor eadar-dhealaichte agus a bha an tè eile (1). **2**
2. 'S e boireannach a tha cunnartach air a beul no a tha an-còmhnaidh a' càineadh a tha innte (biorach) (1); agus tè air nach tèid sian seachad (sùil gheur) (1). **2**
3. Tha iad gu math èifeachdach ann a bhith a' sealltainn na h-ìre gu bheil Seònaid a' dol gus rudan fhaighinn a-mach (1). Tha "a' sgrùdadh" a' sealltainn gu bheil i feuchainn a h-uile dòigh air rudan fhaighinn a-mach (1). Tha "a' leantainn" a' sealltainn cho fad is a tha i deònach a dhol gus sùil a chumail air a h-uile duine (1). Tha "a' cunntais" ag innse gu bheil i a' feuchainn ri dearbhadh mionaideach fhaighinn airson a beachdan (1).  
*No:* Tha iad mar liosta/tha iad aig toiseach nan loidhnichean (1) **4**
4. Dealbh nas mionaidiche air a' chabhag mhòr a bha air Seònaid (1). "Aig ochd an ath mhadainn": a' sealltainn nach b'urrainn dhi fuireach/smachd a chumail oirre fhèin (1). "A' dèanamh air taighean": a' sealltainn nach robh i a' dol a leigeil le rud sam bith a dhol as an rathad oirre (1). **3**
5. Air a chleachdadh gu litireil sa chiad earrainn (1) agus a' dèanamh dealbh air an obair bhrèagha anns an robh Ceit an sàs (1). San treas earrainn 's e meatafor/samhla a tha ann (1) a tha seasamh airson "obair" Seònaid – ie, breugan Seònaid (1). **4**

**(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.

Mark Range	Description of Performance
42-50	<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><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>
35-41	
32-34	<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><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>
30-31	
27-29	<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><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>
25-26	

<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> </ul>
<b>0-16</b>	<ul style="list-style-type: none"> <li>• The candidate's response to the text demonstrates little or no awareness of key elements, central concerns and significant details of it.</li> <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. Tha sinn air an fhiosrachadh a dh'fheumas sibh/
2. airson ur turas a chur air dòigh/
3. a thoirt thugaibh anns an iris seo./
4. Faodaidh sibh ur tiogaidean a cheannach air a' choimpiutair/
5. no bho gin sam bith de na h-oifisean againn./
6. Siùbhlaibh gi furasta/
7. air na h-aiseagan ùra, cofhartail againn./
8. Tha gach soitheach/
9. air a h-uidheamachadh/
10. leis a h-uile rud a dh'fheumas sibh/
11. co-dhiù a bheil an turas a' maireachdainn/
12. còig uairean no còig mionaidean./
13. Nuair a gheibh sibh aid bòrd/
14. chì sibh na tha de sheirbheisean/
15. agus de ghoireasan/
16. rim faighinn air na soithichean againn./
17. A bharrachd air sin nì an luchd-obrach againn cinnteach/
18. gun tèid fàilte a chur oirbh/
19. agus gum faigh sibh cuideachadh sam bith/
20. a tha dhith oirbh.

**(20)**

[END OF MARKING INSTRUCTIONS]