



2013 Gàidhlig

Higher Reading, Writing & Literature

Finalised Marking Instructions

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Part One: General Marking Principles for Gàidhlig Higher Reading, Writing & Literature

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Gàidhlig Higher Reading, Writing & Literature

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Marks Recording

The grid on the back of the Reading, Writing, Literature Question/Answer booklet will be used to record and aggregate the marks for the Listening, Reading, Writing and Literature papers.

Once you have marked all of these papers for a single candidate:

1. Copy the candidate's name and Scottish Candidate Number to the grid on the back of the Reading, Writing, Literature Question/Answer booklet.
2. Record the marks for each paper on this grid.
3. Aggregate the marks and record the sum in the Grand Total box at the bottom of the grid.
4. Transfer the Grand Total to the box on the front cover of the Reading, Writing, Literature Question/Answer booklet.
5. Place the Listening, Writing and Literature papers inside the cover of the Reading, Writing, Literature Question/Answer booklet.

Part Two: Marking Instructions for each Question

Roinn B (i): Leughadh

Question	Expected Answer/s	Max Mark	Additional Guidance	
1	A dhà à: “Cha do lean an sgoil ri Seòras, agus cha do lean esan ris an sgoil” (1); “chaidh a phutadh dhan sgoil” (1); “cha tàinig ach glè bheag adhartais air a chomasan” (1); “cha do dh’fheuch duine ri stad a chur air.” (1).	2		
2	Chleachd e am meatafor/còd/comharran/òmhais (1) X, ✓ no? (1)	2		
3	A dhà à: Bha e a’ còrdadh ris a bhith am measg dhaoine (1); bha e math air a bhith bruidhinn riutha (1); gan cuideachadh (1); bha gu leòr aige ri dhèanamh (1).	2		
4	Bha e coma ged nach robh e uile gu lèir glan (1); cha robh e a’ cur cus air an truinnsear (1).	2	A dhà à: à chailleach is àn adag (1); bha e coma .	
5	Guaderini - duine mòr, fiosraichte, gasta (1); Seòras – amaideach, do-ionnsaichte, gun fheum (1)	2		
6	A dhà à: Tha an gnothach a’ tighinn gu furasta dha [“snàmh”] (1); cha b’ e beatha-obrach uile gu lèir tlachdmhor a bha aige [“ceò”] (1); cha robh a dhìth air ach airgead a dhèanamh (1); miannach air airgeod (1).	2		
7	A dhà à: Bha e a’ faighinn càineadh san sgoil cuideachd (1); chan eil a bheatha air atharrachadh (1); beòil (1).	2		
8	a	Tha Guaderini carach/seòlta [chan e “meallta”] (1); bha a’ chailleach a’ smaoinichadh gun robh an t-iasg a-nis blasta ged nach robh e sin/ bha i a-nis toilichte (1).	2	
8	b	Thug e freagairt mar a b’ àbhaist dha san sgoil (1); no, airson urram a shealltainn (1); bha an t-eagal air (1).	1	

Question		Expected Answer/s	Max Mark	Additional Guidance
9	a	Meatafor air a bheatha (1).	1	
9	b	A dhà à: Tha a bheatha a' dol seachad gun fhiosta dha/na bliadhnaichean a' càrnadh suas (1); a bheatha air a chuingealachadh mar mhenu, gun dad as ùr fa-near dha gach latha (1); a h-uile latha car coltach ri chèile (1).	2	
10		Bha seann Guaderini dona gu leòr ach tha Guaderini òg cheart cho seòlta (1); tha iad cheart cho dona ri chèile (2)	2	Dh'althauraich an suidheadhodh (1); ach bha an suidheadhadh fhathast mar a bha e (1).
11	a	Shaoil Seòras gun robh Guaderini òg coibhneil/ càirdeil ris (1); leig e dheth a dhreuchd sa chafaidh. (1)	2	
11	b	Mi-chinnt (1); dol a-mach gu saoghal ùr (1).	2	
12		A' sanasachd an Ristorante (1); socair (1).	2	à dol mun cuairt le bòrd air a dhruim (1).
13		A dhà à: toilichte fhad 's a bha cùisean meadhanach àbhaisteach gach latha/fhad 's nach robh rudan ag atharrachadh cus (1); caran faoin - toilichte le 'taing' sam bith, fiù 's pacaid spìocach liocarais allsorts (1); cha robh e a' smaoineachadh mu bheatha (1); bha a bheatha a' gabhail seachad air, gun fhiosta dha (1); a' sireadh beatha le òrdan air (1); riarachaidh le chuid, cha robh e ag iarraidh mòran (1); cha robh e a' gearain (1). No beachd iomchaidh eile.	2	
			30	

Roinn B (ii) Sgrìobhadh

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
25-30	<ul style="list-style-type: none">• The candidate produces an extended piece of writing which adheres closely to the prescribed task.• The candidate produces an extended piece of writing which demonstrates close engagement with the topic.
21-24	<ul style="list-style-type: none">• The candidate's response reveals control of the task through the use of a wide range of vocabulary, idiom and language structures.• The candidate's response is presented with a high degree of clarity, fluency and accuracy.
19-20	<ul style="list-style-type: none">• The candidate produces an extended piece of writing which adheres to the prescribed task.• The candidate produces an extended piece of writing which demonstrates an engagement with the topic.
18	<ul style="list-style-type: none">• The candidate's response reveals control of the task through the use of vocabulary, idiom and language structures.• The candidate's response is presented with a good degree of clarity, fluency and accuracy.
16-17	<ul style="list-style-type: none">• The candidate produces an extended piece of writing which adheres reasonably closely to the prescribed task.• The candidate produces an extended piece of writing which demonstrates some engagement with the topic.
15	<ul style="list-style-type: none">• The candidate's response reveals control of the task through the use of a fairly narrow range of vocabulary, idiom and language structures.• The candidate's response is presented with a reasonable degree of clarity, fluency and accuracy.
13-14	<ul style="list-style-type: none">• The candidate produces an extended piece of writing which does not adhere reasonably closely to the prescribed task.• The candidate produces an extended piece of writing which demonstrates only a limited engagement with the topic.• The candidate's response reveals control of the task through the use of a limited range of vocabulary, idiom and language structures.• The candidate's response is presented with a limited degree of clarity, fluency and accuracy.

11-12	<ul style="list-style-type: none">• The candidate produces an extended piece of writing which does not adhere to the prescribed task.• The candidate produces an extended piece of writing which demonstrates little or no engagement with the topic.
0-10	<ul style="list-style-type: none">• The candidate's response reveals little control of the task through the use of a very limited range of vocabulary, idiom and language structures.• The candidate's response is presented with a very limited degree of clarity, fluency and accuracy.

Roinn B (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:

- evaluate texts critically and effectively
- use a coherent, analytic approach and a range of critical terminology
- reveal an insight into key elements and central concerns of the text(s)
- provide an explanation of insights which is detailed and thorough
- write a clear, unambiguous response to the text(s)

Mark Range	Description of Performance
26-30	<ul style="list-style-type: none">• The candidate uses a coherent, analytic approach and a range of critical terminology.• The candidate's response reveals insight into key elements and central concerns of the text(s).
21-25	<ul style="list-style-type: none">• The candidate's insights are detailed and thorough.• The candidate demonstrates a clear, unambiguous response to the text(s).• The candidate's response is presented in a clear, logical fashion.
19-20	<ul style="list-style-type: none">• The candidate uses an analytic approach and a range of critical terminology.• The candidate's response reveals insight into key elements and central concerns of the text(s).
18	<ul style="list-style-type: none">• The candidate demonstrates, for the most part, an unambiguous response to the text(s).• The candidate's response is presented mostly in a clear, logical fashion.
16-17	<ul style="list-style-type: none">• The candidate's response contains some evidence of personal reaction to the text under review.• The candidate's response reveals a recognisable and relevant line of thought, but there may be gaps or inconsistencies.
15	<ul style="list-style-type: none">• The candidate's response may on occasion reveal inaccuracy, a lack of clarity or a failure to develop appropriate depth of literary analysis, but there will be clear evidence of an attempt at such analysis.• The candidate's answers will demonstrate an attempt to present an intelligible response to the text.
12-14	<ul style="list-style-type: none">• The candidate's response contains little evidence of personal reaction to the text under review.• The candidate's response reveals gaps or inconsistencies when trying to establish a relevant line of thought.• The candidate's response reveals inaccuracies, a lack of clarity or a failure to develop appropriate depth of literary analysis.• The candidate's answers fails to demonstrate an intelligible response to the text.

10-11	<ul style="list-style-type: none">• The candidate's response contains very little evidence of personal reaction to the text under review.• The candidate's response reveals many gaps or inconsistencies when trying to establish a relevant line of thought.
0-9	<ul style="list-style-type: none">• The candidate's response reveals many inaccuracies, a lack of clarity or a failure to develop appropriate depth of literary analysis.• The candidate's answer clearly fails to demonstrate an intelligible response to the text.

[END OF MARKING INSTRUCTIONS]