



2013 Gaelic (Learners)

Reading/Writing

Intermediate 2

Finalised Marking Instructions

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Part One: General Marking Principles for Gaelic (Learners) Reading/Writing Intermediate 2

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: Gaelic (Learners) Reading/Writing Intermediate 2

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 Listening Question/Answer booklet will be used to record and aggregate the marks for the Listening, Reading and Writing 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 Listening paper.
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 Listening Question/ Answer booklet.
5.	Place the Reading and Writing papers inside the cover of the Listening Paper.

Part Two: Marking Instructions for each Question

2013 Gaelic (Learners) Intermediate 2

Reading

The marking scheme contains detail that can be elicited from the text. The exact wording need not be adhered to, as long as the candidates' answers convey comprehension.

Question		Expected Answer/s	Max Mark	Additional Guidance
1	a	Sweden (1)	1	
	b	Group (1) S5 (1) pupils/students (1) or Group (1) fifth years (2)	3	
	c	More than (1) 40 (1)	2	
	d	Fortnight/2 weeks (1)	1	
	e	Snow (1) dark (1) early (1)	3	
2	a	Successful (1) all over / around / throughout(1) the country(1)	3	
	b	Diligent/hardworking/attentive/helpful/ conscientious(1)	1	
	c	Excellent (1) (sports) facilities (1)	2	
	d	Enterprise/campaign (1)	1	
	e	Calendar (1)	1	
3	a	Onions (1) cauliflower(s) (1) strawberries (1) Any 1	1	
	b	Ground/soil/earth (1) too (1) dry (1)	3	
	c	Autumn	1	

Question		Expected Answer/s	Max Mark	Additional Guidance
	d	Local (1) magazine(s) (1)	2	
	e	<u>More</u> expensive/dearer (1)	1	
	f	About (1) £700 (1).	2	
	g	<u>Running</u> track/field (1)	1	
4	a	Researcher (1) producer (1)	2	
	b i	India (1)	1	
	ii	<ul style="list-style-type: none"> • Lots (1) • Young people/youths/children(1) • Lliving (1) on streets (1) or homeless(2) or living without homes(2) or nowhere to live(2) 	4	
	iii	Build a care (1) home (1)	2	
	c	5.45 (1)	1	
	d	Unhappy/upset/annoyed/sad (1)	1	

Total marks 40

SECTION B(ii): WRITING

Marks will be awarded for communicating effectively and displaying a knowledge and application of grammar and structures.

At this level candidates are expected to produce straightforward written Gaelic. A satisfactory written piece will be characterised by:

- appropriateness of structure
- suitability for purpose and audience
- clarity, fluency and accuracy
- variety of vocabulary
- variety of sentence structures

Mark Range	Description of Performance
34-40	<ul style="list-style-type: none">• the candidate produces text containing straightforward language structures and vocabulary which can be readily understood• the candidate structures the written response competently
28-33	<ul style="list-style-type: none">• the candidate's response demonstrates awareness of the rules of grammar for the level with few errors• the candidate writes at reasonable length and uses memorised material appropriately
26-27	<ul style="list-style-type: none">• the candidate produces text containing straightforward language structures and vocabulary which can be almost always understood• the candidate structures the written response with some competence
24-25	<ul style="list-style-type: none">• the candidate's response demonstrates awareness of the rules of grammar for this level with a small number of errors of a major nature• the candidate writes at length and uses memorised material appropriately for the most part
22-23	<ul style="list-style-type: none">• the candidate produces text containing straightforward language structures and vocabulary which can be understood by a sympathetic reader
20-21	<ul style="list-style-type: none">• the candidate makes an acceptable attempt to structure the written response• the candidate's response shows sufficient awareness of the rules of grammar, appropriate to this level, to ensure comprehension in spite of errors• the candidate draws on memorised material but uses it awkwardly
16-19	<ul style="list-style-type: none">• the candidate produces text containing straightforward language structures which a sympathetic reader finds difficult to understand in parts• the candidate makes an attempt to structure the written response• the candidate's response shows an awareness of the rules of grammar, appropriate to this level, but errors in language are common• the candidate attempts to draw on memorised material but uses it very awkwardly

14-15	<ul style="list-style-type: none">• the candidate produces text containing straightforward language structures which a sympathetic reader finds difficult or impossible to understand in the main
0-13	<ul style="list-style-type: none">• the candidate's attempts to structure the written response contain frequent linguistic errors• the candidate writes in phrases or short sentences which are limited in variety and convey little or no relevant information• it may be difficult or impossible to comprehend most of the candidate's response

[END OF MARKING INSTRUCTIONS]