



2013 Gàidhlig

Standard Grade – Writing

Finalised Marking Instructions

© Scottish Qualifications Authority 2013

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

Part One: General Marking Principles for Gàidhlig Standard Grade Writing

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 Standard Grade Writing

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.

In allocating a grade, the criteria should be referred to along with the Extended Grade Criteria. A candidate who is operating at Credit level will competently integrate almost all the criteria listed. At General level, there will be some omissions, inaccuracies and difficulties in integrating the criteria.

Scripts will be marked according to the GRC given below as appropriate to the given tasks.

**Foundation Level
(Grades 6, 5)**

**General Level
(Grades 4, 3)**

**Credit Level
(Grades 2, 1)**

Purposes of Communication:

The candidate can:

convey and seek simple information;

express and seek opinions and ideas on familiar topics and/or topics within the candidate's own experience;

describe common activities and events;

describe a personal or vicarious experience;

relate a simple narrative.

The candidate can:

convey and seek specific information;

express and seek opinions and ideas on a range of familiar topics;

describe a range of activities and events;

describe a personal or vicarious experience;

relate a narrative.

The candidate can:

convey and seek information;

express and seek opinions and ideas on a range of topics;

describe and comment upon a range of activities and events;

describe and comment upon a personal or vicarious experience;

relate a detailed or extended narrative.

Nature of Communication:

The candidate can communicate in simple statements, although errors in spelling, grammar and sentence construction may restrict immediate intelligibility and make re-reading necessary.

The effectiveness of the communication is shown in relevance to the task, in appropriate choice of vocabulary and in some awareness of appropriate forms of presentation.

The candidate can communicate satisfactorily at first reading. The errors occurring in spelling, grammar and sentence construction are not such as to interfere with the general intelligibility of the work.

The effectiveness of the communication is shown in relevance to the task, in appropriate choice of vocabulary and idiom, in awareness of appropriate forms of presentation, in some accuracy in spelling, grammar and sentence construction, and in some originality of thought and ideas.

The candidate can communicate with consistent clarity, fluency and accuracy.

The effectiveness of communication is shown in relevance to the task, in a wide range of vocabulary and idiom, in appropriate forms of presentation, in accuracy in spelling, grammar and sentence construction and in originality of thought and ideas.

The aspects on the previous page can be tabulated for ease of application, as follows:

	Foundation (Grades 6, 5)	General (Grades 4, 3)	Credit (Grades 2, 1)
	Standard: Satisfactory – High	Standard: Satisfactory – High	Standard: Satisfactory – High
Intelligibility	Re-reading may be necessary	Intelligible at first reading	Consistent clarity, fluency and accuracy
Relevance to task	Mandatory	Mandatory	Mandatory
Vocabulary	Appropriate choice	Appropriate choice	Wide range
Idiom	No specification	Appropriate choice	Wide range
Presentation	Some awareness of appropriate forms	Awareness of appropriate forms	Appropriate forms
Spelling, grammar and sentence construction	Errors	Some accuracy	Accuracy
Thoughts and ideas	No specification	Some originality	Originality

Each candidate's work is assessed on its own merits, based on the above aspects in relation to the purpose(s) of communication appropriate to the stimulus. In deciding which of the two grades to award within each Level, consideration is given to whether, in meeting the stated criteria for a particular Level, the candidate

- has demonstrated a high standard of performance, or
- has demonstrated a lower standard of performance but nevertheless meets the criteria.

A candidate who fails to meet the criteria for any Level will be assessed as Grade 7.

[END OF MARKING INSTRUCTIONS]