



National
Qualifications
2016

Gàidhlig - Reading

Higher

Finalised Marking Instructions

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General Marking Principles for Gàidhlig Reading Higher

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language.
- (e) Candidates should use their own words as far as possible, unless the candidate is discussing or analysing a quotation.
- (f) Other answers can be accepted than those in the Marking Instructions as long as they are relevant and appropriate. We use the term "Freagairt iomchaidh eile" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers.
- (g) In the final question candidates should be rewarded for their ability to infer and summarise the ideas of the whole text.
- (h)
 - (i) For questions that ask candidates simply "Carson...", candidates must give a brief, accurate response/name.
 - (ii) For questions that ask candidates to "Minich..." or ask "ciamar...", candidates must relate cause and effect and/or make relationships between things clear.
 - (iii) For questions that ask candidates to "Seall mar a tha...", candidates must identify features of language and discuss their relationship with the ideas of the passage as a whole. Features of language might include word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on.
 - (iv) For questions that ask candidates "Carson, nad bheachd...", candidates must make a personal judgement based on the text and task.

The following notes are offered to support markers in making judgements on candidates' evidence.

Detailed Marking Instructions for each question

Stiùiridhean Comharrachaidh

Roinn 1 – Leughadh airson Tuigsinn, Mion-Sgrùdadh is Luachadh

Ceist		Freagairt a thathar a'sùileachadh	Làn chomharra	Stiùireadh a bharrachd
1.		<p>Aon a-mach à:</p> <p>Bha e fhathast na laighe air a' bhòrd bheag bho nuair a thàinig e.</p> <p>Bha e air a bhith na laighe aig an doras airson còrr is seachdain.</p> <p>Bha e ag ràdh gun do thilg e e.</p>	1	Bu chòir do luchd-ceartachaidh a bhith a' cleachdadh am breithneachadh proifeiseanta, an eòlas agus am fiosrachadh air a' chuspair agus an tuigse gus comharraidhean a thoirt seachad airson freagairtean nan oileanach.
2.		<p>A trì a-mach à:</p> <p>"Bha na cuirmean aig an Taigh Mhòr air an oighreachd ainmeil." Bhiodh muinntir a' bhaile a' bruidhinn mun deidhinn.</p> <p>"Cha b' ann dìreach airson biadh agus deoch" Feumaidh gun robh am biadh agus an deoch aig na cuirmean seo sònraichte math.</p> <p>"cairt thiugh òr 's dearg air a h-ìomall" / "làn-sgrìobhaidh grinn" Bha an cuireadh fhèin gu math spaideil le dathan beairteach - dearg agus òr / sgrìobhadh sònraichte.</p> <p>"Iaigh mo shùil air suaicheantas an teaghlach aig an robh an taigh mòr leòmach." Bha an teaghlach cho cudromach 's gun robh an suaicheantas fhèin aca</p> <p>"Agus an t-aodach..." Bhiodh aig daoine ri aodach foirmeil a chur orra airson a dhol don chuir.</p> <p>Aon chomharra an urra airson trì sam bith de na puingeann seo.</p>	3	

Ceist		Freagairt a thathar a'sùileachadh	Làn chomharra	Stiùireadh a bharrachd
3.		<p>A dhà mach à:</p> <p>“Foirmeil. Huh!” Tha e a’ cleachdadh seantansan goirid nach eil buileach nan seantansan ceart airson sealltainn mar a tha Anna a’ bruidhinn agus an tònna a bh’ aice.</p> <p>B’ eolach... - tha an seanfhacal a’ sealltainn gum biodh an sgrìobhadair a’ dol an aghaidh mar a rinn an teaghlach roimhe nan deigheadh e ann</p> <p>“gàire a’ mhagaidh air a h-aodann agus tàire na guth” - bha Anna a’ tarraing às na daoine san taigh mhòr/Tha e air cuideam a chur air na faclan “gàire” agus “tàire” bhon a tha rannaidheachd ann.</p> <p>Aon chomharra an urra airson dhà sam bith de na puingeann seo.</p>	2	

Ceist	Freagairt a thathar a'sùileachadh	Làn chomharran	Stiùireadh a bharrachd
4.	<p>A dhà a-mach à:</p> <p>Tha e air a shealltainn gu bheil an sgrìobhadair draghail mu bhith a' taghadh aodach freagarrach - cha bhiodh a sheanair draghail mun seo idir bho nach robh aige ach aon deise.</p> <p>Bha e air innse gun robh a sheanair "iriosal, dòigheil" - tha an sgrìobhadair a' leigeil fhaicinn nach eil esan riarachtaiche le bheatha mar a tha i ach cha robh ùidh aig a sheanair riamh ann an dòigh-beatha eile.</p> <p>Tha e soilleir gu bheil imcheist air an sgrìobhadair le dà cheist agus gu bheil e ag iarraidh, gu ìre, a dhol ann, far nach biodh ceist sam bith aig a sheanair.</p> <p>Freagairt iomchaidh sam bith eile</p> <p>Aon chomharra an urra airson dhà sam bith de na puingeann seo.</p>	2	

Ceist	Freagairt a thathar a'sùileachadh	Làn chomharran	Stiùireadh a bharrachd
5.	<p>A trì a-mach à:</p> <p>Tha liosta air a chleachdadh de na rudan a tha cudromach do na daoine san Taigh Mhòr. Tha iad uile mar phàirt den bheatha làitheil aca.</p> <p>Tha “Fearann agus fèidh;” gu tric air an ceangal ri daoine aig a bheil oighreachd agus airgead.</p> <p>“breac agus bradan’ biadh nàdarra a gheibhear san uisge - tha abhainn aca air an fhearann. Bha a h-uile càil aca dhaibh fhèin.</p> <p>Tha uaim air “Fearann agus fèidh” agus “breac agus bradan” a’ cur cuideam air na diofar rudan airson sealltainn gu bheil measgachadh mòr de stuth aca.</p> <p>“càraichean agus eich;” tha dà dhòigh-siubhail gu tur eadar-dhealaichte aca an seo. Faodaidh iad taghadh a dhèanamh ciamar a shiubhlas iad.</p> <p>“guthan àrda bragail agus cion spèis do chàch” Tha guthan nan daoine mòra nas àirde agus nas misneachaile na guthan dhaoine eile. Chan èist iad ris na daoine àbhaisteach agus tha iad coma dè nì iad airson làmh-an-uachdair fhaighinn.</p> <p>“stòiridhean faoin agus amaideas nan uaislean” chan eil mòran eile aca ri dhèanamh ach a bhith ag innse sgeulachdan gòrach dha chèile./Tha na faclan “faoin” agus “amaideas” ag innse dhuinn nach robh iad a’ dèanamh rud sam bith a bha feumail do dhaoine eile. Bha iad dìreach a’ cur seachad ùine dhaibh fhèin.</p>	3	

Ceist	Freagairt a thathar a'sùileachadh	Làn chomharra	Stiùireadh a bharrachd
	<p>Tha na rudan anns an liosta air an toirt gu àirde leis a' phrìomh fhaireachdainn mu na daoine san Taigh Mhòr, "cìon spèis do chàch" aig an deireadh.</p> <p>Aon chomharra an urra airson trì sam bith de na puingean seo.</p>		
6.	<p>A dhà a-mach à:</p> <p>Chaidh am bradan a ghlacadh - mar a thachradh don sgrìobhadair aig a' chuir/ Direach mar a chaidh am bradan a ghlacadh agus a thoirt a-mach às an uisge, chaidh an sgrìobhadair a ghlacadh leis na faclan air a' chairt.</p> <p>Tha am bradan a-mach às an uisge. Tha e mì-chofhurtail dìreach mar a bhiodh an sgrìobhadair, air falbh bho na daoine aige fhèin.</p> <p>Tha am bradan a' strì airson anail-tha e a' feuchainn ri bhith ga chumail fhèin beò ach tha e feumach air uisge airson seo. Cha tèid aige air an gnothach a dhèanamh. Tha an sgrìobhadair ag innse dhuinn nach bu chòir dha seo a dhèanamh - cha mhair e ro fhada am measg nan daoine seo.</p> <p>Tha bradan iomchaidh bhon a dh' fhaodadh e a bhith air a' chlàr-bìdh aig a' chuir.</p> <p>Tha bradan cuideachd iomchaidh oir tha an sgrìobhadair air iomradh a dhèanamh air an iasg seo mu thràth/a' cleachdadh rudan a bhuineas dhan oighreachd mar ìomhaighean (bradan, each).</p> <p>Aon chomharra an urra airson dhà sam bith de na puingean seo.</p>	2	<p>Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ris na tha oileanaich a' sgrìobhadh cho fad 's a tha am freagairt air a thoirt le fianais a' sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist. Tha còir aig oileanaich a bhith a' toirt eisimpleir agus a' sealltainn mar a tha e a' toirt taic don phuing aca. Tha stiùireadh air an làimh chli air na bhitheadh freagarrach mar fhreagairtean (uile airidh air aon phuing).</p>

Ceist		Freagairt a thathar a'sùileachadh	Làn chomharran	Stiùireadh a bharrachd
7.		<p>Tluit e ann an gaol le Mairead a' chiad latha a chunnaic e i.</p> <p>Chaidh Mairead a thoirt bhuaithe agus cha d' fhuair e riamh seachad air.</p> <p>Bhon a bha Mairead air tilleadh bha e an dòchas gum b' urrainn dhaibh tòiseachadh as ùr.</p>	3	<p>Tha còir aig oileanaich a bhith a' sgrìobhadh trì puingean sìos a tha a' toirt geàrr-chunntas slàn seachad.</p> <p>Feumaidh iad a bhith a' taghadh an fhiosrachaidh as cudromaiche gus seo a dhèanamh.</p>

Ceist	Freagairt a thathar a'sùileachadh	Làn chomharran	Stiùireadh a bharrachd
8.	<p>A trì a-mach à:</p> <p>Ìomhaigheachd “thionndaidh na tuinn air a’ chladach” - thàinig atharrachadh air a’ mhuir dìreach mar a thàinig atharrachadh air a’ bheachd mu dè dhèanadh e.</p> <p>Tha “teine” air a chur gu feum an seo airson sealltainn gu robh teas sa ghaol agus mar a dh’fhaodadh seo a bhith cunnartach.</p> <p>Tha “èibhleagan” a’ sealltainn gu bheil an teine a bha ann roimhe air a dhol às - tha an gaol eadar e fhèin is Mairead air fuarachadh.</p> <p>Gabhaidh teine ath-bheòthachadh à èibhleagan. Mar teine, dh’fhaodadh gun deigheadh an gaol a bh’ aca uaireigin ath-bheòthachadh.</p> <p>Tha “lasraichean” ag innse dhuinn cho teth ‘s a bhios an gaol/an teine a-rithist no tha iad a’ sealltainn ‘am beatha’ san teine.</p> <p>Tha an teine air a chleachdadh ann an dà dhòigh - uaireannan mar rud a bheir blàths dhaibh agus uaireannan eile mar rud cunnartach, dìreach mar a tha measgachadh de bheachdan aige fhèin mu Mairead agus an dòigh-beatha aice.</p>	3	<p>Ann a bhith a’ ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ris na tha oileanaich a’ sgrìobhadh cho fad ‘s a tha am freagairt air a thoirt le fianais a’ sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist. Tha còir aig oileanaich a bhith a’ toirt eisimpleir agus a’ sealltainn mar a tha e a’ toirt taic don phuing aca. Tha stiùireadh air an làimh chli air na bhitheadh freagarrach mar fhreagairtean (uile airidh air aon phuing).</p>

Ceist		Freagairt a thathar a'sùileachadh	Làn chomharran	Stiùireadh a bharrachd
		<p>Taghadh-facail / structar Tha na faclan "teine", èibhleagan" agus "lasraichean" uile air an ceangal ri chèile ann a bhith a' bruidhinn air cho teth 's a bha an gaol eatorra agus mar a dh'fhuaraich e.</p> <p>Le bhith a' cleachdadh an fhacail "Saoil" tha e a' faighneachd ceist dha fhèin. Chan eil fios no cinnt ann mun ghnothach.</p> <p>Tha ath-aithris de "saoil" a' sealltainn gu bheil imcheist air. Aon chomharra an urra airson trì sam bith de na puingean seo.</p>		

Ceist	Freagairt a thathar a'sùileachadh	Làn chomharran	Stiùireadh a bharrachd
9.	<p>A trì a-mach à:</p> <p>“Gam threòrachadh agus gam thàladh” Bha a’ chairt coltach ri rudeigin a bha a’ feuchainn ri làmh-an-uachdair fhaighinn air. Bha aige ris a’ chairt a leantainn.</p> <p>Bha a’ chairt a’ cur dragh air. Bha rudeigin cunnartach mu deidhinn - “gam tharraing, gam bhuaireadh ’s i a’ bagairt orm.”</p> <p>“òrdugh” feumaidh e a dhèanamh na thèid iarraidh air leis a’ chairt.</p> <p>Pearsanachadh Tha guth aig a’ chairt agus tha an guth ag atharrachadh “uireannan ag èigheach”, “uireannan a’ cagar”-a’ feuchainn air diofar dhòighean airson aire fhaighinn mar a dhèanadh duine-a’ dèanamh a h-uile càil gus toirt air a dhol ann</p> <p>Tha comasan aig a’ chairt nach bu chòir a bhith aig rud nach eil beò: “An robh a’ chairt a’ faicinn barrachd air na chitheadh an t-sùil?” Bha fradharc aig a’ chairt agus bha fhios aice dè bha e ag iarraidh agus dè bhiodh aige ri dhèanamh airson sin fhaighinn.</p> <p>Aon chomharra an urra airson trì sam bith de na puingean seo.</p>	3	

Ceist		Freagairt a thathar a'sùileachadh	Làn chomharran	Stiùireadh a bharrachd
10.		<p>A dhà a-mach à:</p> <p>Bha aige ri rùrach a dhèanamh sa phreasa airson aodach freagarrach.</p> <p>Bha e a' faighneachd cheistean dha fhèin mu choltas: "An robh gleans gu leòr air mo bhrògan? Carson nach deach mi a choimhead air a' bhorbair...?"</p> <p>Tha aige ri coimhead san sgàthan.</p> <p>Bha e doirbh dha rian fhaighinn air fhalt. Thug e greis dha: "mu dheireadh thall"</p> <p>Aon chomharra an urra airson dhà sam bith de na puingeann seo.</p>	2	
11.		<p>A dhà a-mach à:</p> <p>Bha searbhantan aca/thachair searbhant ris aig an doras.</p> <p>Bha staran fada a' dol suas don taigh-chan fhaigheadh tu seo air a h-uile taigh.</p> <p>Bha na gàrraidhean "foirmeil" ga chuartaichadh.</p> <p>Bha càraichean spaideil taobh a-muigh an taighe.</p> <p>Aon chomharra an urra airson dhà sam bith de na puingeann seo.</p>	2	

Ceist	Freagairt a thathar a'sùileachadh	Làn chomharra	Stiùireadh a bharrachd
12.	<p>A dhà a-mach à:</p> <p>“càraichean agus eich” Bhiodh àite cudromach aig eich ann an teaghlach beairteach Mairead.</p> <p>“Leum mi suas an staidhre mar each thairis air feansa.” Bha an sgrìobhadair ann an cabhaig e fhèin a sgeadachadh airson na cuirm agus, mar na h-eich, airson a bhith mar phàirt de bheatha Mairead a-rithist.</p> <p>“a sguabadh suas air each mòr geal” Dh'ainmich e seann dràma air an TBh. Bhiodh e gu math cumanta sealladh mar seo fhaicinn ann am prògram mar seo-gu math romansach/Bhiodh an t-each geal freagarrach airson sgeulachd mu ghaol/Dh'fhaodadh an t-each geal a bhith a' riochdachadh neochiontas, no rudeigin ùr no pòsadh/bean-bainnse.</p> <p>“leum an t-each geal thairis air gach feansa gun dragh” Nuair a choimhead Mairead air an sgrìobhadair aig an deireadh, bha e cho toilichte 's gun robh e den bheachd gum b' urrainn dha rud sam bith a dhèanamh. Thug seo misneachd dha agus bha e a' faireachdainn gum b' urrainn dha an t-each a stiùireadh gun dragh ged nach robh eòlas aige air marcachd agus gum falbhadh e fhèin agus Mairead còmhla. Tha e air a bhith teagmhach mu na h-eich agus an t-àite a th'aige fhèin ann am beatha Mairead.</p> <p>Aon chomharra an urra airson dhà sam bith de na puingeann seo.</p>	2	<p>Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ris na tha oileanaich a' sgrìobhadh cho fad 's a tha am freagairt air a thoirt le fianais a' sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist. Tha còir aig oileanaich a bhith a' toirt eisimpleir agus a' sealltainn mar a tha e a' toirt taic don phuing aca. Tha stiùireadh air an làimh chli air na bhitheadh freagarrach mar fhreagairtean (uile airidh air aon phuing).</p>

Ceist	Freagairt a thathar a'sùileachadh	Làn chomharran	Stiùireadh a bharrachd
13.	<p>A dhà a-mach à:</p> <p>'S e a' chairt a dh'iarr air a dhol ann. Bho nach eil "aithreachas" air, tha e coltach gun do dh'obraich cùisean a-mach dha agus gum biodh e duilich mura biodh e air èisteachd ris na bha a' chairt ag iarraidh air a dhèanamh.</p> <p>Bha e ceart a bhith ag èisteachd ris a' chairt: "air cluas a thoirt dhan chairt" mar gun do bhruidhinn a' chairt ris mar charaid a' toirt comhairle dha.</p> <p>Tha an tiotal ag innse dhuinn gu bheil àite cudromach aig a' chairt bhon 's e cuireadh a bha seo don chuirm far an do thachair e ri Mairead a-rithist agus mar a 'bhuannaich e' Mairead a-rithist aig an deireadh.</p> <p>Tha gaol air làmh-an-uachdair fhaighinn aig an deireadh. Tha e air càineadh a thoirt air an uachdaran agus air a leithid tron stòiridh ach a dh'aindeoin sin, bha Mairead ro chudromach dha.</p> <p>Chan eil e ag innse dè thachair eadar e fhèin agus Mairead ach tha an leughadair ag obrachadh a-mach gun do shoirbhich leis aig a' chuirm. Tha gnothaichean air an toirt gu ceann gu sgiobalta.</p> <p>Dh'fhaodadh gur e ìoranas a th' ann gu bheil e a-nise cho deònach a bhith mar phàirt den t-saoghal a bha e a' càineadh na bu thràithe. Dh'atharraich inntinn gu tur nuair a fhuair e cothrom còmhla ri Mairead a-rithist.</p>	2	<p>Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ris na tha oileanaich a' sgrìobhadh cho fad 's a tha am freagairt air a thoirt le fianais a' sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist. Tha còir aig oileanaich a bhith a' toirt eisimpleir agus a' sealltainn mar a tha e a' toirt taic don phuing aca. Tha stiùireadh air an làimh chli air na bhitheadh freagarrach mar fhreagairtean (uile airidh air aon phuing).</p>

Ceist			Freagairt a thathar a'sùileachadh	Làn chomharran	Stiùireadh a bharrachd
			<p>Tha an sgrìobhadair a' toirt Mairead às an t-suidheachadh ('Leum an t-each ...). Tha e a' faighinn Mairead gun a bhith a' gabhail ris a' bheatha uasail san Taigh Mhòr.</p> <p>Aon chomharra an urra airson dhà sam bith de na puingean seo.</p>		

[END OF MARKING INSTRUCTIONS]



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General Marking Principles for Gàidhlig Writing Higher

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 Instruction Tables for writing.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instruction Tables for writing.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Assessment should be holistic. There may be strengths and weaknesses in the essay; assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall essay.
- (d) Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band with the candidate's performance.
- (e) Once the appropriate band descriptor has been selected, the assessor should follow this guidance:
 - If the evidence almost matches the level above, award the highest available mark from the range.
 - If the candidate's work just meets the standard described, award the lowest mark from the range. Otherwise the mark should be awarded from the middle of the range.
 - For Band Descriptors of four marks, eg 9-6, assessors should reconsider the candidate's abilities in the six main areas in the column headed "marks". If the candidate just misses a 9, award an 8. If the candidate is slightly above a 6, award a 7.
- (f)
 - (i) For questions that ask candidates to "**Minich...**" or ask "**Ciamar...**", candidates must relate cause and effect and/or make relationships between things clear.
 - (ii) For questions that ask candidates to "**Seall mar a tha...**", candidates must identify parts, the relationship between them, and their relationships with the whole.
 - (iii) For questions that ask candidates "**Carson, nad bheachd...**", candidates must make a personal judgement based on the text and task.

The following notes are offered to support markers in making judgements on candidates' evidence.

Marks	20-19	18-16	15-13	12-10	9-6	5-1	0
Knowledge and understanding The candidate demonstrates:	a comprehensive knowledge and understanding of the text a comprehensive selection of textual evidence to support a relevant and coherent argument	a very clear knowledge and understanding of the text very clear textual evidence to support an argument that is clearly focused on the demands of the question	a clear knowledge and understanding of the text clear textual evidence to support the demands of the question	an adequate knowledge and understanding of the text adequate textual evidence to support a line of thought which has some focus on the question	limited evidence of knowledge and understanding of the text limited textual evidence to support focus on the demands of the question	little knowledge and understanding of the text little textual evidence to support focus on the demands of the question	no knowledge of the text and its central concerns no attempt to answer the question and no textual evidence
Analysis The candidate demonstrates:	a comprehensive analysis of the effect of the literary/linguistic/filmic techniques	a very clear analysis of the effect of the literary/linguistic/filmic techniques	a clear analysis of the effect of the literary/linguistic/filmic techniques	an adequate analysis of the effect of the literary/linguistic/filmic techniques	limited analysis of the effect of the literary/linguistic/filmic techniques	little analysis of the literary/linguistic/filmic techniques	no analysis of the literary/linguistic/filmic techniques
Evaluation The candidate demonstrates:	a committed evaluative stance with respect to the text and the task	a very clear evaluative stance with respect to the text and the task	a clear evaluative stance with respect to the text and the task	adequate evidence of an evaluative stance with respect to the text and the task	limited evidence of an evaluative stance with respect to the text and the task	little evidence of an evaluative stance with respect to the text and the task	no evidence of evaluation

Marks	20-19	18-16	15-13	12-10	9-6	5-1	0
Style and structure The candidate demonstrates:	a close engagement with the task, style and a clear sense of structure	a very good engagement with the task and some style and a good sense of structure	a good engagement with the task and some style and a good sense of structure	some engagement with the task, some structure and an attempt to employ some style in the writing	only a limited engagement with the task, and a limited or inconsistent sense of structure	little engagement with the task and a very limited or no sense of structure	no engagement with the task
Language resource The candidate demonstrates:	a wide range of vocabulary, idiom and language structures	a very good range of vocabulary, idiom and language structures	a good range of vocabulary, idiom and language structures	an appropriate range of vocabulary, idiom and language structures	a limited range of vocabulary, idiom and language structures	a very limited range of vocabulary, idiom and language structures	insufficient vocabulary, idiom and language structures to convey any response
Clarity and accuracy The candidate demonstrates:	a high degree of clarity, fluency and accuracy	a very good degree of clarity, fluency and accuracy	a good degree of clarity, fluency and accuracy	a reasonable degree of clarity, fluency and accuracy	a limited degree of clarity, fluency and accuracy	a very limited degree of clarity, fluency and accuracy	no clarity, fluency and accuracy

[END OF MARKING INSTRUCTIONS]



National
Qualifications
2016

Gàidhlig - Listening

Higher

Finalised Marking Instructions

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General Marking Principles for Gàidhlig Listening Higher

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the speaker's use of the language.
- (e) 16-17 marks are awarded for Understanding and 3-4 marks are awarded for Analysis and Evaluation of the language used in the Listening section.
- (f) Other answers can be accepted than those in the Marking Instructions as long as they are relevant and appropriate. We use the term "Freagairt iomchaidh eile" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers.
- (g)
 - (i) For questions that ask candidates simply "Carson...", candidates must give a brief, accurate response/name.
 - (ii) For questions that ask candidates to "Minich..." or ask "ciamar...", candidates must relate cause and effect and/or make relationships between things clear.
 - (iii) For questions that ask candidates to "Seall mar a tha...", candidates must identify parts, the relationship between them, and their relationships with the whole.
 - (iv) For questions that ask candidates "Carson, nad bheachd...", candidates must make a personal judgement based on the text and task.

The following notes are offered to support markers in making judgements on candidates' evidence.

Ceist		Freagairt a thathar a' sùileachadh	Làn chomharran	Stiùireadh a bharrachd
1.		B' i a' chiad slighe fhada de a leithid ann an Alba (1)	1	
2.		Tha pàirtean dhith air an caitheamh leis na tha de dhaoine a' coiseachd oirre (1) Gus a cumail aig ìre a bhios sàbhailte don luchd-coiseachd (1)	2	
3.		'S fheàrr leotha cùl a chur ris a' bhaile mhòr (1) 'S fheàrr leotha a bhith a' dèanamh air sgìre iomallach na Gàidhealtachd (1) Cha bhi a' ghrian a' deàrrsadh nan sùilean/bidh a' ghrian air an cùlaibh (1)	2	Dhà às na freagairtean seo
4.		Tha còmhhdhail phoblach faisg air gach ceann dhith (1)	1	Na gabh gu bheil an t-slighe a' tòiseachadh ann an Glaschu agus a' crìochnachadh sa Ghearasdan
5.		Bha e/i a' toirt rabhadh dhan luchd-èisteachd nach bu chòir dhaibh fhèin an t-slighe a ghabhail mur a h-eil iad comasach air a leithid a dhèanamh / mura bheil iad air deiseileachadh (1) Tha e a' sealltainn nach eil an t-slighe furasta a dhèanamh (1) No freagairt sam bith eile a tha freagarrach	2	Tha a' cheist seo a' sireadh tuigse air an t-seantans seo fhèin agus am pàirt den earrainn a tha timcheall air. Ged nach eil freagairt ri lorg anns an earrainn, bu chòir gun tog an fhreagairt air brìgh na h-earrainne.
6.	(a)	Ann an taighean-aoidheachd (ri taobh na slighe) (1)	1	
	(b)	Airson leabaidh chofhurtail fhaighinn (1) Air sgàth 's gum biodh fèithean/an corp goirt (1)	2	

Ceist		Freagairt a thathar a' sùileachadh	Làn chomharran	Stiùireadh a bharrachd
7.		<p>Bidh i air a cumail air an Disathairne as fhaisge air meadhan an t-samhraidh (1)</p> <p>'S i còig uairean deug an ùine a bu ghiorra (1)</p>	2	
8.		<p>Gus am faic iad maise àrainneachd na sgìre (1)</p> <p>Gus am faigh iad air falbh bho uallach am beatha laitheil (1)</p>	2	
9.		<p>Chan eil an t-slighe cho trang (1)</p> <p>Cha bhi a' mheanbh-chuileag a' dèanamh uiread de dhragh (1)</p> <p>Cha bhi an teas a' cur bacadh air luchd-coiseachd (1)</p>	2	Dhà às na freagairtean seo
10.		Sùil gheur a chumail air an t-side (1)	1	
11.		<p>Tha:</p> <p>Tha e ag ràdh gu bheil an t-slighe air toileachas a thoirt dha mòran dhaoine (1)</p> <p>'S e soirbheas Slighe Taobh Siar na Gàidhealtachd a dh'adhbhraich gun deach slighean ùra a thogail (1)</p>	2	<p>Na gabh ri me 'chan eil - tha i air a bhith cosgail'. Cha bhiodh seo iomchaidh mar fhreagairt oir thathas a' sireadh prìomh bheachd na h-earrainne.</p> <p>Feumaidh luchd-comharrachaidh gabhail ri fianais iomchaidh eile às an earrainn</p>

[END OF MARKING INSTRUCTIONS]