



Teisteanais
Nàiseanta
STÒRASA

X832/77/02

**Gàidhlig
Litreachas**

Marking Instructions

Gàidhlig
Literature

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

General marking principles for Advanced Higher Gàidhlig Literature

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) You should take into consideration the suitability of the text(s) chosen by the candidate, which should be complex and sophisticated. Depending on the candidate's approach and depth of analysis, some texts may be self-penalising.
- (d) Assessment should be holistic. There may be strengths and weaknesses. Focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall performance.
- (e) Candidates may display ability across more than one range descriptor. It is important to recognise the closeness of the descriptors and consider carefully the most appropriate overall range for the candidate's performance.
- (f) Once you have selected the appropriate range descriptor, follow this guidance:
 - where the evidence almost matches the range above, award the highest available mark from the range
 - where the candidate's work just meets the standard described, award the lowest mark from the range
 - otherwise award the mark from the middle of the range.

Where there is no evidence relevant to the task, award a mark of 0.

Stiùiridhean Comharrachaidh

Roinn 1: Litreachas

Marks		20–19	18–16	15–13	12–10	9–7	6–4	3–1
Litreachas	Knowledge and understanding The candidate demonstrates	a comprehensive knowledge and understanding of the text(s)	a very clear knowledge and understanding of the text(s)	a clear knowledge and understanding of the text(s)	an adequate knowledge and understanding of the text(s)	insufficient or inconsistent evidence of knowledge and understanding of the text(s)	limited evidence of knowledge and understanding of the text(s)	little knowledge and understanding of the text(s)
		a comprehensive selection of textual evidence to support a relevant and coherent argument	very clear textual evidence to support an argument that is clearly focused on the demands of the question	clear textual evidence to support the demands of the question	adequate textual evidence to support a line of thought which has some focus on the question	insufficient or partially irrelevant use of textual evidence to support focus on the demands of the question	limited textual evidence which leads to little focus on the demands of the question	very limited textual evidence which leads to little or no focus on the demands of the question
	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 or no analysis of the effect of the literary/ linguistic/filmic techniques, focusing mainly on content	no analysis of the literary/ linguistic/filmic techniques, focusing only on content
Evaluation The candidate demonstrates	a committed evaluative stance with respect to the text(s) and the task	a very clear evaluative stance with respect to the text(s) and the task	a clear evaluative stance with respect to the text(s) and the task	adequate evidence of an evaluative stance with respect to the text(s) and the tasks	insufficient evidence of an evaluative stance with respect to the text(s) and the task	limited evidence of an evaluative stance with respect to the text(s), and the task, focusing mainly on content	no evidence of an evaluative stance with respect to the text(s) and the task, focusing only on content	

[CRÌOCH STIÙIREADH CEARTACHAIDH]