



**2009 Gàidhlig**

**Intermediate 1 – Reading and Writing**

**Finalised Marking Instructions**

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## 2009 Gàidhlig

### Meadhan Ire 1

#### Roinn (B)(i) Leughadh

- |    |     |  |             |
|----|-----|--|-------------|
| 1. | (a) | an dèidh dhaibh a bhith san oilthigh (1) airson ceithir bliadhna (1)                                     | 2           |
|    | (b) | bha iad gu bhith a' tòiseachadh obraichean ùra (1) air feadh Bhreatainn (1)                              | 2           |
| 2. |     | letheach slighe eadar Innis Tìle agus Nirribhidh (1) mu dhà cheud mìle tuath air Alba (1)                | 2           |
| 3. | (a) | nas motha na ceud not (1)  | 1           |
|    | (b) | airson a' phrìs a chumail sìos (1) oir bha fiachan orra an dèidh an oilthigh (1)                         | 2           |
| 4. | (a) | cha toireadh e ach uair gu leth (1)  | 1           |
|    | (b) | cha robh ach seachdain aca (1) cha robh iad airson cus tìde a chaitheamh air siubhal (1)                 | 2           |
| 5. | (a) | fuair (1)  | 1           |
|    | (b) | bha iad air leughadh ann an leabhar mu na h-eileanan (1) nach biodh an teas tric (1) thairis air 13C (1) | 3           |
| 6. |     | seallaidhean den eilean (1) nach fhaicear ach bhon mhuir (1) mucan-mara (1)                              | 3           |
| 7. |     | gèam ball-coise (1) eadar Alba is na h-Eileanan Fàrach (1)   | 2           |
| 8. |     | chord na h-eileanan riutha (1) fhuair iad fàilte mhòr (1)  | 2           |
| 9. |     | aon uair 's gum bi e air beagan airgid a chosnadh (2)  | 2           |
|    |     |  | <b>(25)</b> |

**Roinn (B)(ii) Sgríobhadh****Úine: 40 mionaid (moladh)**

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 an expressive or creative response in written Gaelic which is 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

<b>Mark Range</b>	<b>Description of Performance</b>
<b>21-25</b>	<ul style="list-style-type: none"> <li>• the candidate produces an extended piece of writing which adheres closely to the prescribed task</li> <li>• the candidate produces an extended piece of writing which demonstrates close engagement with the topic</li> </ul>
<b>17-20</b>	<ul style="list-style-type: none"> <li>• the candidate's response reveals control of the task through the use of a wide range of vocabulary, idiom and language structures which are of moderate complexity</li> <li>• the candidate's response is presented with a high degree of clarity, fluency and accuracy</li> </ul>
<b>16</b>	<ul style="list-style-type: none"> <li>• the candidate produces an extended piece of writing which adheres to the prescribed task</li> <li>• the candidate produces an extended piece of writing which demonstrates an engagement with the topic</li> </ul>
<b>15</b>	<ul style="list-style-type: none"> <li>• the candidate's response reveals control of the task through the use of a range of vocabulary, idiom and language structures which are straightforward, with some of moderate complexity</li> <li>• the candidate's response is presented with a good degree of clarity, fluency and accuracy</li> </ul>
<b>13-14</b>	<ul style="list-style-type: none"> <li>• the candidate produces an extended piece of writing which adheres reasonably closely to the prescribed task</li> <li>• the candidate produces an extended piece of writing which demonstrates some engagement with the topic</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>• the candidate's response reveals control of the task through the use of a fairly narrow range of vocabulary and mainly straightforward language structures</li> <li>• the candidate's response is presented with a reasonable degree of clarity, fluency and accuracy</li> </ul>
<b>10-11</b>	<ul style="list-style-type: none"> <li>• the candidate produces an extended piece of writing which does not adhere reasonably closely to the prescribed task</li> <li>• the candidate produces an extended piece of writing which demonstrates only a limited engagement with the topic</li> <li>• the candidate's response reveals some control of the task through the use of a limited range of vocabulary and language structures</li> <li>• the candidate's response is presented with a limited degree of clarity, fluency and accuracy</li> </ul>

<b>8-9</b>	<ul style="list-style-type: none"> <li>• the candidate produces an extended piece of writing which does not adhere to the prescribed task</li> <li>• the candidate produces an extended piece of writing which demonstrates little or no engagement with the topic</li> </ul>
<b>0-7</b>	<ul style="list-style-type: none"> <li>• the candidate's response reveals little control of the task through the use of a very limited range of vocabulary, idiom and language structures</li> <li>• the candidate's response is presented with a very limited degree of clarity, fluency and accuracy</li> </ul>

[END OF MARKING INSTRUCTIONS]