



Teisteanais
Nàiseanta
PÀIPEAR SAMPAILL

EP19/H/12

**Gàidhlig
Sgrìobhadh**

Latha — Gun bhuinteanas
Date — Not applicable
Ùine: — 1 uair agus 40 mionaid (moladh)
Duration — 1 hour 40 minutes

Gàidhlig
Writing

Comharran gu lèir — 20

Feuch AON cheist.

Sgrìobh do fhreagairtean gu soilleir ann an leabhran nam freagairtean. Ann an leabhran nam freagairtean feumaidh tu àiramh na ceiste a tha thu a' freagairt a chomharrachadh gu soilleir.

Cleachd inc **gorm** no **dubh**.

Tha leabhran nam freagairtean eile airson Leughadh. Cuiridh do fhreagairtean airson Leughadh anns an leabhran nam freagairtean airson Leughadh.

Mus fàg thu seòmar na deuchainne, feumaidh tu na leabhraichean a thoirt don Fhriceadan; mura dèan thu sin, dh'fhaodadh tu na comharran gu lèir airson a' phàipeir a chall.



* E P 1 9 H 1 2 *

Comharran gu lèir — 20

Feuch AON cheist

1. Rosg

- (a) Tagh sgeulachd ghoirid no nobhail anns a bheil caractar dha bheil thu a' faireachdainn truas no fearg. Innis carson agus mìnich an dòigh anns a bheil an sgrìobhadair a' dùsgadh na faireachdainn seo annad.

NO

- (b) Tagh sgeulachd ghoirid no nobhail anns a bheil dòigh-sgrìobhaidh a ghlac d' aire. Thoir cunntas air an dòigh-sgrìobhaidh, a' sealltainn mar a thug i ort smaoinichadh air a' chuspair.

2. Bàrdachd

- (a) Tagh pìos bàrdachd anns a bheil ìomhaighean làidir. Seall mar a chleachd am bàrd na h-ìomhaighean agus innis mun bhuidh a bha aig seo ort.

NO

- (b) Tagh pìos bàrdachd a tha a' dèiligeadh ri cuspair connsaideach. Innis carson a ghlac i d' aire agus thoir do bheachd fhèin air a' chuspair.

3. Dràma

- (a) Tagh pìos dràma a chunnaic no a leugh thu a dhùisg faireachdainnean làidir annad air sgàth na thachair do caractar no/agus na rinn iad. Seall mar a bha an caractar seo cho cudromach anns an drama agus a' bhuidh a bh' aige/aice ort.

NO

- (b) Tagh pìos dràma a chunnaic no a leugh thu anns an robh deireadh a chur iongnadh ort. Seall dè thachair aig an deireadh agus mìnich carson a bha an deireadh seo freagarrach no mì-fhreagarrach.

4. Film/Telebhisean

- (a) Tagh film no prògram-dràma a bha èifeachdach air sgàth structar na stòiridh. Mìnich mar a chaidh an stòiridh a chur ri chèile agus seall dè gu sònraichte a rinn e cho math.

NO

- (b) Tagh film no prògram-dràma anns an robh caractar a chur truas ort. Seall mar a chaidh ìomhaigh a' caractair seo a chruthachadh fhad 's a lean am film no an dràma air adhart ann an dòigh a dhùisg am faireachdainn seo annad.

5. Cànan

- (a) Seall gu dè ìre a tha an t-eadar-lìon agus làraichean-sòisealta air buaidh a thoirt air a' Ghàidhlig anns na bliadhnachan mu dheireadh.

NO

- (b) Seall mar a tha an cunntas-sluaigh air a bhith cudromach ann a bhith a' sealltainn eachdraidh na Gàidhlig tro na bliadhnachan.

[CRÌOCH A' PHÀIPEIR SAMPAILL]



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Sgrìobhadh

Gàidhlig
Writing

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

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Leughadh Breithneachail is Sgrìobhadh

General marking principles for Higher Gàidhlig 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 detailed Marking Instructions tables for writing.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed Marking Instructions 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 'Mìnich...' 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.

Higher Gàidhlig – Literature/Writing Marking Instructions

| 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 |
| 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 EXEMPLAR MARKING INSTRUCTIONS]

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Change since last published:

Reading and Writing paper has been split into two separate question papers. No change to content or examination timings.