



Teisteanais
Nàiseanta
PÀIPEAR EISIMPLEIR

SQ19/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 Fhreiceadan; mura dèan thu sin, dh'fhaodadh tu na comharran gu lèir airson a' phàipeir a chall.



* S Q 1 9 H 1 2 *

Comharran gu lèir — 20

Feuch AON cheist

1. Rosg

- (a) Tagh sgeulachd ghoirid no nobhail aig a bheil deireadh èifeachdach. Mìnich mar a thug an deireadh buaidh air an teacsa uile gu lèir.

NO

- (b) Tagh sgeulachd ghoirid no nobhail a thug buaidh ort air sgàth a' chuspair a bha anns an sgeulachd no san nobhail. Mìnich dè na rudan a rinn an cuspair cho tarraingeach dhut.

2. Bàrdachd

- (a) Tagh pìos bàrdachd a leugh thu a bha brònach. Seall mar a chleachd am bàrd diofar sgilean sgrìobhaidh gus am faireachdainn seo a bhrosnachadh annad.

NO

- (b) Tagh pìos bàrdachd aig an robh ceangal làidir ri cultar na Gàidhlig no ri àite sònraichte. Mìnich mar a chuir am bàrd na faireachdainnean aige/aice an cèill.

3. Dràma

- (a) Tagh pìos dràma a chunnaic no a leugh thu anns an robh caractar a ghlac d' aire. Mìnich mar a chleachd an sgrìobhadair diofar sgilean sgrìobhaidh no/agus caractar eile gus an caractar seo a dhèanamh cho inntinneach dhut.

NO

- (b) Tagh pìos dràma a leugh thu aig an robh toiseach a ghlac d' aire sa bhad. Mìnich mar a bha an toiseach seo cudromach a thaobh cuspair anns a' chòrr dhen dealbh-chluich.

4. Film/Telebhisean

- (a) Tagh film no prògram-dràma anns a bheil structair plot uabhasach èifeachdach. Mìnich mar a tha seo follaiseach agus mar a bha e cudromach anns an fhilm no sa phrògram gu lèir.

NO

- (b) Tagh film no prògram-dràma a thug buaidh ort air sgàth aon de na cuspairean a nochd ann. Mìnich mar a bha an cuspair seo follaiseach agus seall mar a thug e buaidh ort.

5. Cànan

- (a) Tagh aon dual-chainnt Ghàidhlig agus seall na tha ga dèanamh sònraichte don sgìre far a bheil i air a bruidhinn.

NO

- (b) Mìnich le eisimpleirean, a' bhuaidh a tha air a bhith aig leasachaidhean cànan air a' Ghàidhlig mar eisimpleir ann an saoghal Foghlam tro Mheadhan na Gàidhlig, na Meadhanan, na h-Ealain . . .

[CRÌOCH A' PHÀIPEIR EISIMPLEIR]



National
Qualifications
SPECIMEN ONLY

SQ19/H/12

**Gàidhlig
Sgrìobhadh**

Gàidhlig
Writing

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen 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 specific Marking Instructions Tables for writing.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific 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 SPECIMEN 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.