



Teisteanais
Nàiseanta
PÀIPEAR EISIMPLEIR

S832/76/12

**Gàidhlig
Litreachas**
Gàidhlig Literature

Latha — Gun bhuinteanas

Ùine: — 1 uair agus 50 mionaid

Comharran gu lèir — 20

Feuch AON cheist.

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

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

Tha leabhran nam freagairtean eile ann airson Leughadh. Cuir do fhreagairtean airson Leughadh ann an leabhran nam freagairtean airson Leughadh.

Mus fàg thu seòmar nan deuchainnean, feumaidh tu an dà leabhar a thoirt don Fhreiceadan; mura dèan thu sin, dh'fhaodadh tu na comharran gu lèir airson a' phàipeir seo a chall.



* S 8 3 2 7 6 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 teacs a 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.

[CRÌOCH A' PHÀIPEAR EISIMPLEIR]



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Marking Instructions

These marking instructions have been provided to show how SQA would mark this specimen question paper.

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General marking principles for 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) 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. Responses lacking in structure and coherence and/or which contain many technical errors are likely to be self-penalising.
- (d) 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.
- (e) 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.

- (f)
 - (i) For questions that ask candidates '**Mìnich...**' or ask '**Ciamar...**', they must relate cause and effect and/or make relationships between things clear.
 - (ii) For questions that ask candidates '**Seall mar ...**', they must identify parts, the relationship between them, and their relationships with the whole.
 - (iii) For questions that ask candidates '**Carson, nad bheachd-sa...**', they must make a personal judgement based on the text and task.
- (g) Markers should support candidates' use of their preferred use of gender-neutral nouns, pronouns and adjectives when referring to themselves and others in the assessment of writing. Using gender-neutral pronouns, nouns and adjectives, whether by adding punctuation, asterisks or using alternative spellings is now a common feature of inclusive language.

A candidate can opt to use masculine, feminine or gender-neutral adjective agreements throughout their writing or performance-talking assessment(s), where appropriate to the language. It is important to note that candidates must use their preferred pronouns and adjectives in a consistent manner and adhere to associated conventions of adjectival

agreement where appropriate. Where gender-neutral nouns, pronouns and adjectives are used, it is important that candidates are marked on this based on its consistent use.

If you are uncertain or have queries about how to assess specific aspects of candidate response, you must seek guidance from your team leader or Principal Assessor.

Marks	20-19	18-16	15-13	12-10	9-6	5-1
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 which 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
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
Evaluation The candidate demonstrates:	a comprehensive evaluative stance and personal response with respect to the text and the task	a very clear evaluative stance and personal response with respect to the text and the task	a clear evaluative stance and personal response with respect to the text and the task	adequate evidence of an evaluative stance and personal response with respect to the text and the task	limited evidence of an evaluative stance and personal response with respect to the text and the task	little evidence of an evaluative stance and personal response with respect to the text and the task
Relevance 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 show little to no structure in their answer	only a little engagement with the task and show very limited to no structure in their answer

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Marking Instructions: General marking principles for Higher Gaidhlig Literature – new addition (g)