



2012 Gaelic (Learners)

Higher – Reading, Writing and Literature

Finalised Marking Instructions

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2012 Gaelic (Learners) Higher
Section B(i): Reading

- 1 What did the writer think on his first day back at school? **1**
- The holidays now seemed so short
- 2 (a) What task was the class given on this day? **2**
- Write about their holiday
 - Telling how they enjoyed it
- (b) How often were they given a similar task? **2**
- Twice
 - every year
- 3 (a) With whom did the writer spend the first part of his holiday? **2**
- His grandfather
 - and grandmother
- (b) What did he do during this time? **1**
- Played with the dog
- 4 What does the writer say about the ship which they boarded in Hull? **2**
- As large
 - as a hotel
- 5 Give **five** pieces of information which the passengers were seeking from each other. **5**
- Where they were from
 - What they did (for a living)
 - How their weather had been
 - Had they been abroad before
 - Had they taken sickness pills
- 6 What comments did Elaine make on their arrival in Germany? **3**
- It was a beautiful country
 - She hoped
 - they would have a good week

- 7 (a) What are we told about the size of the hotel in Hamburg? 2
- Very large
 - Consisted of eight storeys
- (b) Describe the rooms in the hotel. 2
- They were bright
 - with plenty of furniture
- 8 What were they all going to do after breakfast the following morning? 4
- They would go to see
 - the city centre
 - and the parks
 - and buildings
- 9 (a) Who else had breakfast in the hotel? 2
- Many people
 - from other countries
- (b) Tell what the writer found interesting at breakfast. 3
- Hearing
 - so many
 - languages
- (c) Why did they not need to hurry at breakfast? 1
- They had an hour (in which to eat)
- 10 Describe the parks which they saw. 3
- Many kinds of
 - trees
 - and flowers
- 11 (a) How did Elaine try to entertain the passengers on the way back from Hamburg to Rotterdam? 1
- Playing a tape
- (b) What did the writer think of this entertainment? 1
- Too noisy

12 How does the writer sum up his holiday experience?

3

- Pleasant
- Good to see
- part of another country

(40)

SECTION B(ii): WRITING

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 written Gaelic 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 with accurate use of a range of verb forms and clauses

Mark Range	Description of Performance
34-40	<ul style="list-style-type: none">• the candidate structures the written response competently• the candidate's response demonstrates awareness of the rules of grammar with few errors of a major nature
28-33	<ul style="list-style-type: none">• the candidate writes at greater length using syntax and structures of some complexity, a wider range of vocabulary, and appropriate use of memorised material• there may be accurate use of idiomatic language
26-27	<ul style="list-style-type: none">• the candidate structures the written response with some competence• the candidate's response demonstrates awareness of the rules of grammar with a small number of errors of a major nature
24-25	<ul style="list-style-type: none">• the candidate writes at length using syntax and structures of some complexity, a good range of vocabulary, and appropriate use of memorised material
22-23	<ul style="list-style-type: none">• the candidate makes an acceptable attempt to structure the written response• the candidate's response shows sufficient awareness of the rules of grammar, appropriate to this level, to ensure comprehension in spite of errors
20-21	<ul style="list-style-type: none">• the candidate uses simple sentences, possibly with some awkward use of memorised material
16-19	<ul style="list-style-type: none">• the candidate makes an attempt to structure the written response• the candidate's response shows an awareness of the rules of grammar, appropriate to this level, but errors in language are common• the candidate uses simple sentences which are limited in variety
14-15	<ul style="list-style-type: none">• the candidate's attempts to structure the written response contain frequent linguistic errors• the candidate writes in phrases or short sentences which are limited in variety and convey little or no relevant information
0-13	<ul style="list-style-type: none">• it may be difficult or impossible to comprehend most of the candidate's response

SECTION B(iii): LITERATURE

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 analyse and evaluate a text in some detail. A satisfactory answer will be characterised by the candidate being able to:

- demonstrate an understanding of the theme of the text
- demonstrate an understanding of the author's purpose and viewpoint
- evaluate the effectiveness of the text in achieving its purpose
- express a personal appreciation of the treatment of the theme using evidence from the text
- use critical terminology appropriate to the text

Mark Range	Description of Performance
34-40	<ul style="list-style-type: none">• the candidate's evaluation of the effectiveness of the text shows a comprehensive appreciation of the writer's theme, purpose and stance
28-33	<ul style="list-style-type: none">• the candidate's personal appreciation of the text is lucid and is presented in a logical and perceptive manner• detailed evidence from the text is used to support the appreciation• the candidate's response uses a range of critical terminology
26-27	<ul style="list-style-type: none">• the candidate's evaluation of the effectiveness of the text shows a good appreciation of the writer's theme, purpose and stance• the candidate's personal appreciation of the text is mostly clear and is for the most part presented logically and with some perception
24-25	<ul style="list-style-type: none">• evidence from the text is used to support the appreciation• the candidate's response uses critical terminology
22-23	<ul style="list-style-type: none">• the candidate has a basic grasp and evaluation of the writer's theme, purpose and stance• the candidate's personal appreciation of the text is reasonably detailed and relevant
20-21	<ul style="list-style-type: none">• some evidence from the text is used to support the appreciation• the candidate's response uses some critical terminology
16-19	<ul style="list-style-type: none">• the candidate's grasp and/or evaluation of the writer's theme, purpose and stance is problematic• the candidate's personal appreciation of the text lacks detail and relevance• very little or no evidence from the text is used to support the appreciation• the candidate's response uses very little or no critical terminology
14-15	<ul style="list-style-type: none">• the candidate displays very little or no grasp/evaluation of the writer's theme, purpose and stance• the candidate's personal appreciation of the text is neither detailed nor relevant
0-13	<ul style="list-style-type: none">• very little or no evidence from the text is used to support the appreciation• the candidate's response does not use any critical terminology

[END OF MARKING INSTRUCTIONS]