



**2012 Gàidhlig**

**Higher – Reading/Writing/Literature**

**Finalised Marking Instructions**

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## 2012 Gàidhlig

### Roinn B (i) Leughadh

1. A dhà à: Tha taigh mòr aca (1); tha cothrom aig Murchadh a bhith ag iasgach (1); tha airgead gu leòr aca (1). **2**
2. (a) Tha an t-eagal oirre (1) oir chan eil duine san taigh ach i fhèin (1). **2**  
(b) A dhà à: an abairt 'le cridhe na h-uchd'; tha e an toiseach a' toirt dhuinn dealbh air suidheachadh sìtheil (1)/sèimh (1); tha an rud a thachair air innse ann am paragraf leis fhèin/seantansan goirid (1). **2**
3. (a) 'S dòcha gun robh manadh anns an taigh (1). **1**  
(b) Tha nàire oirre mu dheidhinn (1); chan eil i cinnteach dè thachair no an do thachair dad idir (1). **2**
4. (a) Chan eil e a' faicinn càil mì-àbhaisteach mun taigh ann an solas na gealaich/tha e coiseachd a-steach (1); tha e a' ràdh gur e brudar a bha anns a' cheòl piàno (1). **2**  
(b) Tha aire air dè a thachair (1) a cheart dha-rìribh (1); no freagairt iomchaidh eile. **2**
5. Tha dragh air mu deidhinn/chan eil e airson a fàgail leatha fhèin (1); tha e feuchainn ri faighinn a-mach dè a thachair (1). **2**
6. B' fheàrr leatha nach tilleadh e cho luath/tha eagal oirre gun till e ro luath (1); tha Mairead a' falbh nuair a thig e (1); tha i smaoineachadh air dè a thachradh mura biodh e ann (1). **3**
7. (a) Tha e a' cur iongnadh air/chan eil e ga creidsinn (1). **1**  
(b) Tha e fhathast a' feuchainn ri daoine a ghlacadh mar a bha e (1); tha e math air glacadh iasg/dhaoine/rudan (1). **2**
8. (a) A dhà à: Cha ghabh e ri càil mar a tha e (1); feumaidh e adhbhar airson a h-uile rud/bidh e a' ceasnachadh a h-uile rud (1); tha e a' smaoineachadh mar phoileas fhathast (1); tha e amharasach mun a h-uile duine (1). **2**  
(b) Tha e a' cur iongnadh oirre/a' gabhail ris an rud a thuir i gun cheist (1). **1**
9. (a) Tha i dol a dh'ionnsachadh (1) mar a nì i iasgach (1). **2**  
(b) Tha i deònach a dhol a-mach dhan t-saoghal aigesan/tha i airson a bhith còmhla ris barrachd (1). **1**

10. (a) Nach eil clann aca/gun do chaochail nighean leotha (1); no freagairt iomchaidh eile. **1**
- (b) Tha i air a fàgail leatha fhèin san taigh tric/tha i aonaranach (1) ... fhad 's a tha Murchadh a-muigh ag obair no ag iasgach (1); no freagairt iomchaidh eile. **2**
- (30)**

## Roinn B (ii) Sgríobhadh

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
25-30	<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>
21-24	<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.</li><li>• The candidate's response is presented with a high degree of clarity, fluency and accuracy.</li></ul>
19-20	<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>
18	<ul style="list-style-type: none"><li>• The candidate's response reveals control of the task through the use of vocabulary, idiom and language structures.</li><li>• The candidate's response is presented with a good degree of clarity, fluency and accuracy.</li></ul>
16-17	<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>
15	<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, idiom and language structures.</li><li>• The candidate's response is presented with a reasonable degree of clarity, fluency and accuracy.</li></ul>
13-14	<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 control of the task through the use of a limited range of vocabulary, idiom and language structures.</li><li>• The candidate's response is presented with a limited degree of clarity, fluency and accuracy.</li></ul>

<b>11-12</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>0-10</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>

## Roinn B (iii) Litreachas

Marks will be awarded for demonstrating an understanding of the theme, stance and purpose of the text and commenting critically on technical aspects.

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:

- evaluate texts critically and effectively
- use a coherent, analytic approach and a range of critical terminology
- reveal an insight into key elements and central concerns of the text(s)
- provide an explanation of insights which is detailed and thorough
- write a clear, unambiguous response to the text(s).

Mark Range	Description of Performance
26-30	<ul style="list-style-type: none"><li>• The candidate uses a coherent, analytic approach and a range of critical terminology.</li><li>• The candidate's response reveals insight into key elements and central concerns of the text(s).</li></ul>
21-25	<ul style="list-style-type: none"><li>• The candidate's insights are detailed and thorough.</li><li>• The candidate demonstrates a clear, unambiguous response to the text(s).</li><li>• The candidate's response is presented in a clear, logical fashion.</li></ul>
19-20	<ul style="list-style-type: none"><li>• The candidate uses an analytic approach and a range of critical terminology.</li><li>• The candidate's response reveals insight into key elements and central concerns of the text(s).</li></ul>
18	<ul style="list-style-type: none"><li>• The candidate demonstrates, for the most part, an unambiguous response to the text(s).</li><li>• The candidate's response is presented mostly in a clear, logical fashion.</li></ul>
16-17	<ul style="list-style-type: none"><li>• The candidate's response contains some evidence of personal reaction to the text under review.</li><li>• The candidate's response reveals a recognisable and relevant line of thought, but there may be gaps or inconsistencies.</li></ul>
15	<ul style="list-style-type: none"><li>• The candidate's response may on occasion reveal inaccuracy, a lack of clarity or a failure to develop appropriate depth of literary analysis, but there will be clear evidence of an attempt at such analysis.</li><li>• The candidate's answers will demonstrate an attempt to present an intelligible response to the text.</li></ul>
12-14	<ul style="list-style-type: none"><li>• The candidate's response contains little evidence of personal reaction to the text under review.</li><li>• The candidate's response reveals gaps or inconsistencies when trying to establish a relevant line of thought.</li><li>• The candidate's response reveals inaccuracies, a lack of clarity or a failure to develop appropriate depth of literary analysis.</li><li>• The candidate's answers fails to demonstrate an intelligible response to the text.</li></ul>

<b>10-11</b>	<ul style="list-style-type: none"><li>• The candidate's response contains very little evidence of personal reaction to the text under review.</li><li>• The candidate's response reveals many gaps or inconsistencies when trying to establish a relevant line of thought.</li></ul>
<b>0-9</b>	<ul style="list-style-type: none"><li>• The candidate's response reveals many inaccuracies, a lack of clarity or a failure to develop appropriate depth of literary analysis.</li><li>• The candidate's answer clearly fails to demonstrate an intelligible response to the text.</li></ul>

[END OF MARKING INSTRUCTIONS]