



**2013 Gàidhlig**

**Advanced Higher**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Gàidhlig Advanced Higher**

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 for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific 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/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Gàidhlig Advanced Higher**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

#### **Marks Recording**

To ensure the accurate recording and processing of marks the following instructions should be adhered to:

- 1. Record the total mark for each paper on the front cover of each answer book.**
- 2. When you have marked all of the papers for a single candidate, use the grid on the back cover of the Writing booklet to record the marks for each paper.**
- 3. Aggregate the marks and clearly record the Grand Total.**
- 4. Transfer the Grand Total to the front cover of the Writing booklet and circle it - this is important to differentiate the Grand Total from the Writing mark.**
- 5. Slot all of the papers belonging to the candidate inside the cover of the Writing booklet.**

## 2013 Gàidhlig

### An Àrd Ìre Adhartach

#### Roinn (i) Sgrìobhadh

Mark Range	Description of Performance
42-50	<ul style="list-style-type: none"><li>• The candidate's response to the task reveals a high degree of thoughtfulness, insight and imagination.</li><li>• The structure of the candidate's response is sequenced to create significant impact.</li></ul>
35-41	<ul style="list-style-type: none"><li>• The stance adopted is distinctive and skilfully created and sustained.</li><li>• Style and language are used consistently with skill and crispness.</li></ul>
32-34	<ul style="list-style-type: none"><li>• The candidate's response to the task reveals a good degree of thoughtfulness, insight and imagination.</li><li>• The structure of the candidate's response is sequenced to create impact.</li></ul>
30-31	<ul style="list-style-type: none"><li>• The stance adopted is clear and may reveal some skilful endeavours to control tone or mood.</li><li>• Style and language are used with a measure of skill to achieve desired outcomes.</li></ul>
27-29	<ul style="list-style-type: none"><li>• The candidate's response to the task may reveal a degree of thoughtfulness, insight and imagination.</li><li>• The structure of the candidate's response is sequenced to create some impact.</li></ul>
25-26	<ul style="list-style-type: none"><li>• The stance adopted is mostly clear and appropriate with an endeavour to create tone or mood.</li><li>• Style and language are used to achieve desired outcomes.</li></ul>
20-24	<ul style="list-style-type: none"><li>• The candidate's response to the task reveals little thoughtfulness, insight or imagination.</li><li>• The structure of the candidate's response is poorly sequenced and creates little or no impact.</li><li>• The stance adopted is unclear with little endeavour to create tone or mood.</li><li>• Style and language frequently do not achieve desired outcomes.</li></ul>
17-19	<ul style="list-style-type: none"><li>• The candidate's response to the task reveals very little thoughtfulness, insight or imagination.</li><li>• The structure of the candidate's response is very poorly sequenced and creates little or no impact.</li></ul>
0-16	<ul style="list-style-type: none"><li>• The stance adopted is unclear with hardly any endeavour to create tone or mood.</li><li>• Style and language hardly achieve desired outcomes.</li></ul>

**Part Two: Marking Instructions for each Question**

**Roinn (ii) – Sgrùdadh**

**Earrann 1 - Rosg**

Question	Expected Answer/s	Max Mark	Additional Guidance
1	<p><b>Dè tha an sgrìobhadair ag ràdh a tha sealltainn gu robh beatha agus suidheachadh nan oileanach anns na Seasgadan gu math eadar-dhealaichte bho mar a tha e an-diugh?</b></p> <p>Bha iad a' faighinn de dh'airgead na bha dèanamh an gnothach dhaibh <b>(1)</b>; cha leigeadh iad a leas a bhith ann an suidheachadh far am feumadh iad airgead a phàigheadh air ais do dhaoine nuair a bhiodh iad deiseil den cuid foghlaim <b>(1)</b> agus bha obraichean ann dhaibh nuair a bha iad deiseil. <b>(1)</b></p>	3	
2	<p><b>Dèan soilleir dè tha an sgrìobhadair ag innse dhan luchd-leughaidh nuair a tha e ag ràdh: “ged is dòcha nach do chuir mòran againn làn luach air aig an àm.” (loidhne 1)</b></p> <p>Tha e ag ràdh nach robh a' chuid mhòr de dh'oileanaich a' tuigsinn <b>(1)</b> cho fortanach 's a bha iad. <b>(1)</b></p>	2	
3	<p><b>Tog às an earrainn na briathran a tha dèanamh dealbh air suidheachadh na h-obrach aig an àm sin agus beachdaich air na tha iad ag innse dhuinn.</b></p> <p>“Bha taghadh de chothroman cosnaidh ann dhan a' mhòr-chuid nuair a bha sinn deiseil.” <b>(1)</b>. Tha seo ag innse cho pailt 's a bha obraichean aig an àm. <b>(1)</b></p>	2	

Question		Expected Answer/s	Max Mark	Additional Guidance
4		<p><b>Dè bheachd a tha aig an sgrìobhadair air suidheachadh oileanaich an latha an-diugh?</b></p> <p>Gur e uallach uabhasach a tha ann dhaibh <b>(1)</b> 's iad dìreach a' tòiseachadh air an slighe dhèanamh anns an t-saoghal. <b>(1)</b> NO nach e dòigh ro mhath a tha ann <b>(1)</b> air tòiseachadh ann an saoghal na h-obrach <b>(1)</b>.</p>	2	
5		<p><b>Beachdaich air èifeachdas “fàsgadh” mar a tha e air a chleachdadh san treas paragraf.</b></p> <p>Tha e èifeachdach dha-riribh chionn 's gu bheil e a' dèanamh soilleir nach ann dìreach a' gearradh bhuidseatan a thathar <b>(1)</b> ach a' toirt air falbh rud sam bith a bharrachd a bha ann. <b>(1)</b> Tha e a' toirt dealbh nas fheàrr air cho dona 's a tha an gnothach <b>(1)</b>.</p>	3	
6		<p><b>Seall ciamar nach eil e na iongnadh gum biodh “na Sasannaich a' faireachdainn goirt” anns an t-suidheachadh anns a bheil iad gam faighinn fhèin.</b></p> <p>Chan eil e na iongnadh chionn 's gu bheil oileanaich a thig à dùthchannan Eòrpach a' pàigheadh chìsean ìosal ann an Alba <b>(1)</b>; tha oileanaich Shasannach a' pàigheadh chìsean àrda aig an taigh <b>(1)</b> agus cuideachd ann an Alba <b>(1)</b>.</p>	3	
			<b>(15)</b>	

Roinn (ii) – Sgrùdadh

Earrann 2 - Bàrdachd

Question		Expected Answer/s	Max Mark	Additional Guidance
1		<p><b>Innis dè tha “deireadh samhraidh” (loidhne 3) a’ riochdachadh ann am beatha a’ bhàird.</b></p> <p>Tha seo a’ sealltainn gu bheil atharrachadh air tighinn na bheatha/gu bheil aon rud air tighinn gu ceann ’s gu bheil rud/àm eile a’ tòiseachadh <b>(1)</b>; ’s gu bheil e a’ call pàirt dhen t-saorsa a bha aige (an samhradh a’ riochdachadh saorsa) <b>(1)</b>.</p>	2	
2		<p><b>Dè tha an dàrna h-earrann a’ sealltainn mun dòigh anns an robh daoine a’ coimhead air foghlam foirmeil aig an àm a bha am bàrd na sgoilear?</b></p> <p>Bha agad ris an rud a dhèanamh a bha air iarraidh ort/òrdain a leantainn <b>(1)</b>; bha foghlam ann airson do chuideachadh a’ faighinn air adhart anns an t-saoghal <b>(1)</b></p>	2	
3		<p><b>Beachdaich air an treas rann gu mionaideach agus dèan soilleir beachd agus faireachdainn a’ bhàird air na rinn e san sgoil.</b></p> <p>Tha am bàrd mì-thoilichte mu dheidhinn <b>(1)</b>; dh’ionnsaich iad tòrr mu dhùthchannan/chultaran eile (seach an cultar fhèin) <b>(1)</b>; bha an eachdraidh a dh’ionnsaich iad, na bheachd, ceàrr <b>(1)</b></p>	3	

Question		Expected Answer/s	Max Mark	Additional Guidance
4		<p><b>Dè tha am bàrd airson a thoirt gu aire an leughadair an uair a tha e ag ràdh: “mar amadan air deireadh streang, seòrsa de dh’fhoghlam nam cheann?”</b></p> <p>Bha e mar phupaid/a’ dèanamh rudan a bha daoine eile ag iarraidh a dhèanadh e <b>(1)</b>; fhuair e foghlam <b>(1)</b> ach cha robh e coileanta/cha robh ann ach “seòrsa de dh’fhoghlam” <b>(1)</b>.</p>	3	
5		<p><b>Dè nad bheachd-sa an ceangal a tha eadar “fhuair mi àite ann an sùilean dhaoin” agus “fada bhon mhonadh mi ’n-dràst” anns an rann mu dheireadh?</b></p> <p>Tha “fhuair mi àite ann an sùilean dhaoin” ag innse mar a fhuair e air adhart na bheatha/san t-saoghal <b>(1)</b> agus tha “fada bhon mhonadh mi ’n-dràst” a’ sealltainn gu bheil an suidheachadh sin gu math eadar-dhealaichte bho na suidheachaidhean/rudan a tha dlùth dha chridhe fhèin. <b>(1)</b></p>	2	
6		<p><b>A’ coimhead a-rithist air an dàn gu lèir, dè bha math agus dona mun fhoghlam a fhuair am bàrd, na bheachd-san, agus dè do bheachd-sa?</b></p> <p>Gun robh e ro chumhang <b>(1)</b> ged a bha e soirbheachail <b>(1)</b>; freagairt iomchaidh dhan phàirt mu dheireadh den cheist <b>(1)</b>.</p>	3	
			<b>(15)</b>	

#### **Roinn (iv) – Eadar-theangachadh**

1. Tha carthannasan a' toirt cofhurtachd agus cobhair /
2. do mhilleanan dhaoine air feadh an t-saoghail /
3. ge be càite a bheil iad no cò iad. /
4. Tha daoine ag obair gu saor-thoileach /
5. ann am faisg air 200 dùthaich /
6. agus tha seo a' ciallachadh /
7. nuair a bhuaileas èiginn /
8. gu bheil daoine aig na carthannasan /
9. san àite mu thràth /
10. deiseil gus cuideachadh. /
11. Tha carthannasan a' toirt taic do dhaoine /
12. aig àm èiginn /
13. beag agus mòr. /
14. Tha iad a' toirt uisge glan /
15. agus fasgadh gu daoine /
16. nuair a tha leithid crith-thalmhainn /
17. a' bualadh dùthaich. /
18. 'S e daoine sònraichte a tha ag obair gu saor-thoileach mar seo /
19. agus chan e a h-uile duine /
20. is urrainn leithid a dh'obair a dhèanamh.

[END OF MARKING INSTRUCTIONS]