



2013 Gaelic (Learners)

Higher - Reading, Writing and Literature

Finalised Marking Instructions

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Part One: General Marking Principles for Gaelic (Learners) Higher Section B: Reading, Writing and Literature

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: Gaelic (Learners) Higher Section B: Reading, Writing and Literature

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

The grid on the back of the Listening Question/Answer booklet will be used to record and aggregate the marks for the Listening, Reading, Writing and Literature papers.

Once you have marked all of these papers for a single candidate:

1.	Copy the candidate's name and Scottish Candidate Number to the grid on the back of the Listening paper.
2.	Record the marks for each paper on this grid.
3.	Aggregate the marks and record the sum in the Grand Total box at the bottom of the grid.
4.	Transfer the Grand Total to the box on the front cover of the Listening Question/Answer booklet.
5.	Place the Reading, Writing and Literature papers inside the cover of the Listening Paper.

Part Two: Marking Instructions for each Question

SECTION B (i): READING

Question	Expected Answer/s	Max Mark	Additional Guidance
1	<ul style="list-style-type: none"> • Had to work hard (1) to obtain qualifications (1) 	2	
2	<ul style="list-style-type: none"> • Listening to music (1) 	1	
3	<ul style="list-style-type: none"> • Much more important/ (1) • Valuable for the future (1) 	2	
4	<ul style="list-style-type: none"> • They were right (1) wanted him to get ahead in life (1) • Because jobs are hard to get (1) 	3	
5	<ul style="list-style-type: none"> • Passed exams successfully (1) • Got an A in Higher computing (1) 	2	
6	<ul style="list-style-type: none"> • Scrutinised newspapers (1) • submitted various job applications (1) 	2	
7	<ul style="list-style-type: none"> • a large company (1) • made programmes for computers (1) • Designed computer games (1) 	3	
8	<ul style="list-style-type: none"> • He liked trying out new things on computer at home (1) • Company will provide training (1) • Gained a good qualification in Computing (1) 	3	
9	<p>3 of:</p> <ul style="list-style-type: none"> • Would not need to leave home (1) • could work his own hours (1) • four weeks off every year (1) • seven public holidays (1) • good salary (1) <p style="text-align: right;">(Any 3)</p>	3	
10	<ul style="list-style-type: none"> • Worked more hours than required (1) • He often stayed late (1) 	2	

Question		Expected Answer/s	Max Mark	Additional Guidance
11	a	<ul style="list-style-type: none"> • He made plenty of friends among the workforce (1) 	1	
11	b	<ul style="list-style-type: none"> • Go out for a meal with colleagues(1) • Listened to live music together (1) • Played video games together (1) 	3	
12	a	<ul style="list-style-type: none"> • he completed his first computer programme (1) • he received a bonus from the company (1) 	2	Discretion
12	b	<ul style="list-style-type: none"> • Seeing his own name on a DVD-ROM sleeve[case] (1) in big shops (1) 	2	Discretion
13		<ul style="list-style-type: none"> • Many teenagers(1) will buy the game (1) 	2	
14		<ul style="list-style-type: none"> • That his parents had encouraged him (1) • to work in school (1) • how thankful he was (1) • to have taken their advice (1) 	4	
15		<ul style="list-style-type: none"> • wants to develop in this company (1) • increase his involvement in the gaming side (1) • (In a few years) move to USA (1) where computer gaming industry is huge (1) 	3	3 of 4
			(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]