



**2013 Gaelic (Learners)**

**Reading/Writing**

**Intermediate 1**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2013

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## **Part One: General Marking Principles for Gaelic (Learners) Reading/Writing Intermediate 1**

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) Reading/Writing Intermediate 1**

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 and Writing 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 Question/Answer booklet.
- 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 and Writing papers inside the cover of the Listening Question/Answer booklet.

## Part Two: Marking Instructions for each Question

### 2013 Gaelic (Learners) Intermediate 1

#### Reading

The marking scheme contains detail that can be elicited from the text. The exact wording need not be adhered to, as long as the candidates' answers convey comprehension.

Question		Expected Answer/s	Max Mark	Additional Guidance
1	a	North of Scotland	1	
	b	About (1) nine (1) hundred (1)	3	
	c	Germany (1) Greece (1) USA (1) Any 2	2	
	d	June (1) last year (1)	2	
	e	£5	1	
2	a	Families	1	
	b	Peace (1) quiet/rest/relaxation (1)	2	
	c	Climb (1) hills/mountains (1)	2	
	d	i Eagle	1	
		ii Seal	1	
	e	Crofting (1) exhibition/exhibit/display (1)	2	
	f	Pictures/photo (1) books (1) postcards (1)	3	

Question		Expected Answer/s	Max Mark	Additional Guidance
<b>3</b>	<b>a</b>	(On) Castle (1) Road (1)	<b>2</b>	
	<b>b</b>	Community (1) hall/centre (1)	<b>2</b>	
	<b>c</b>	Seven	<b>1</b>	
	<b>d</b>	9.15-4.30 (1)	<b>1</b>	
	<b>e</b>	Thursday (1) Sunday (1)	<b>2</b>	
	<b>f</b>	Ham (1) fish (1) meat (1) cheese (1) Any 2	<b>2</b>	
<b>4</b>	<b>a</b>	Very (1) useful (1)	<b>2</b>	
	<b>b</b>	Busier (1)	<b>1</b>	
	<b>c</b>	Buy (1) ferry (1) tickets (1) early (1)	<b>4</b>	
	<b>d</b>	Wet/rainy (1) cold (1)	<b>2</b>	

**Total marks 40**

## SECTION B(ii): WRITING

Marks will be awarded for communicating effectively and displaying a knowledge and application of grammar and structures.

At this level candidates are expected to produce straightforward written Gaelic. A satisfactory written piece will be characterised by:

- appropriateness of structure
- suitability for purpose and audience
- clarity, fluency and accuracy
- variety of vocabulary
- variety of sentence structures.

Mark Range	Description of Performance
34-40	<ul style="list-style-type: none"><li>• the candidate produces text containing straightforward language structures and vocabulary which can be readily understood</li></ul>
28-33	<ul style="list-style-type: none"><li>• the candidate structures the written response competently</li><li>• the candidate's response demonstrates awareness of the rules of grammar for the level with few errors</li><li>• the candidate writes at reasonable length and uses memorised material appropriately</li></ul>
26-27	<ul style="list-style-type: none"><li>• the candidate produces text containing straightforward language structures and vocabulary which can be almost always understood</li><li>• the candidate structures the written response with some competence</li></ul>
24-25	<ul style="list-style-type: none"><li>• the candidate's response demonstrates awareness of the rules of grammar for this level with a small number of errors of a major nature</li><li>• the candidate writes at length and uses memorised material appropriately for the most part</li></ul>
22-23	<ul style="list-style-type: none"><li>• the candidate produces text containing straightforward language structures and vocabulary which can be understood by a sympathetic reader</li></ul>
20-21	<ul style="list-style-type: none"><li>• the candidate makes an acceptable attempt to structure the written response</li><li>• the candidate's response shows sufficient awareness of the rules of grammar, appropriate to this level, to ensure comprehension in spite of errors</li><li>• the candidate draws on memorised material but uses it awkwardly</li></ul>
16-19	<ul style="list-style-type: none"><li>• the candidate produces text containing straightforward language structures which a sympathetic reader finds difficult to understand in parts</li><li>• the candidate makes an attempt to structure the written response</li><li>• the candidate's response shows an awareness of the rules of grammar, appropriate to this level, but errors in language are common</li><li>• the candidate attempts to draw on memorised material but uses it very awkwardly</li></ul>

<b>Mark Range</b>	<b>Description of Performance</b>
<b>14-15</b>	<ul style="list-style-type: none"><li>• the candidate produces text containing straightforward language structures which a sympathetic reader finds difficult or impossible to understand in the main</li></ul>
<b>0-13</b>	<ul style="list-style-type: none"><li>• the candidate's attempts to structure the written response contain frequent linguistic errors</li><li>• the candidate writes in phrases or short sentences which are limited in variety and convey little or no relevant information</li><li>• it may be difficult or impossible to comprehend most of the candidate's reponse</li></ul>

[END OF MARKING INSTRUCTIONS]