



2013 Gàidhlig

Standard Grade Folio

Finalised Marking Instructions

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Standard Grade Gàidhlig: Submitted Coursework

Marking Instructions

Writing

The pieces of extended writing submitted should be selected from writing tasks appropriate to the Grade Related Criteria for Writing (below). Some writing tasks which are appropriate and valid as normal class work relate more to the Reading element than to the Writing element, and do not allow candidates to meet the Grade Related Criteria for Writing. Examples of such tasks are:

- a newspaper account based on a short story read in class
- an account written as if by a central figure in a short story or poem.

Foundation Level (Grades 6, 5)

General Level (Grades 4, 3)

Credit Level (Grades 2, 1)

Purposes of Communication

The candidate can:

The candidate can:

The candidate can:

convey and seek simple information;

convey and seek specific information;

convey and seek information;

express and seek opinions and ideas on familiar topics and/or topics within the candidate's own experience;

express and seek opinions and ideas on a range of familiar topics;

express and seek opinions and ideas on a range of topics;

describe common activities and events;

describe a range of activities and events;

describe and comment upon a range of activities and events;

describe a personal or vicarious experience;

describe a personal or vicarious experience;

describe and comment upon a personal or vicarious experience;

relate a simple narrative.

relate a narrative.

relate a detailed or extended narrative.

No limit is specified as to the length of the pieces of work; the main consideration will be appropriateness to the tasks undertaken.

In assessing performance markers will be guided by the levels of performance indicated under 'Nature of Communication' in the Grade Related Criteria for Writing:

Nature of Communication

The candidate can communicate in simple statements, although errors in spelling, grammar and sentence construction may restrict immediate intelligibility and make re-reading necessary.

The candidate can communicate satisfactorily at first reading. The errors occurring in spelling, grammar and sentence construction are not such as to interfere with the general intelligibility of the work.

The candidate can communicate with consistent clarity, fluency and accuracy.

The effectiveness of the communication is shown in relevance to the task, in appropriate choice of vocabulary and in some awareness of appropriate forms of presentation.

The effectiveness of the communication is shown in relevance to the task, in appropriate choice of vocabulary and idiom, in awareness of appropriate forms of presentation, in some accuracy in spelling, grammar and sentence construction, and in some originality of thought and ideas.

The effectiveness of the communication is shown in relevance to the task, in a wide range of vocabulary and idiom, in appropriate forms of presentation, in accuracy in spelling, grammar and sentence construction and in originality of thought and ideas.

The work submitted by candidates will have undergone some re-drafting in class, but should still be substantially the candidate's own work.

Each piece will be assessed in accordance with the above, and given a grade. After both pieces have been assessed the marker will award a composite grade.

The above aspects are tabulated for ease of application as follows:

	Foundation (Grades 6, 5)	General (Grades 4, 3)	Credit (Grades 2, 1)
	Standard: Satisfactory – High	Standard: Satisfactory – High	Standard: Satisfactory – High
Intelligibility	Re-reading may be necessary	Intelligible at first	Consistent clarity
Relevance to task	Mandatory	Mandatory	Mandatory
Vocabulary	Appropriate choice	Appropriate choice	Wide range
Idiom	No specification	Appropriate choice	Wide range
Presentation	Some awareness of appropriate forms	Awareness of appropriate forms	Appropriate forms
Spelling, grammar and sentence construction	Errors	Some accuracy	Accuracy
Thoughts and ideas	No specification	Some originality	Originality

