



**2014 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.**

2014 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
			<i>Chan eil an seo ach stiùireadh agus gabhar ri freagairtean iomchaidh sam bith.</i>		
1			Tha e a' smaoinichadh gu robh còir aca bhith air seo a dhèanamh roimhe seo <b>(1)</b> .	1	
2			Bheir e barrachd airgid <b>(1)</b> a-steach dhan sgìre <b>(1)</b> .	2	
3			Tha an gnìomhachas fhèin a-nis a' brosnachadh turasachd chultarach <b>(1)</b> ach an uair a bha an sgrìobhadair an sàs anns an t-seòrsa obrach seo bha an gnìomhachas a' faicinn tòrr dhuilgheadasan na lùib <b>(1)</b> .	2	
4			Bha iad den bheachd nach ann airson cànan is cultar na Gàidhealtachd a bha luchd-turais a' tighinn <b>(1)</b> is cuideachd nach robh iad fhèin eòlach gu leòr air na rudan sin airson ceistean a fhreagairt mun deidhinn <b>(1)</b> .	2	
5			Faodaidh daoine a thèid air cuairt dha na h-Eileanan eòlas a chur air rud sam bith mu dhualchas an àite <b>(1)</b> aig àm sam bith dhan bhliadhna <b>(1)</b> .	2	
6			Tha e a' ciallachadh gu fàs an gnìomhachas nas treasa <b>(1)</b> is thèid aig a' ghnìomhachas air obair làn-ùine a thoirt dha barrachd dhaoine. <b>(1)</b>	2	
7			Dha daoine òga aig a bheil ùidh anns a' ghnìomhachas <b>(1)</b> ach roimhe seo a dh'fheumadh falbh às na h- Eileanan airson obair fhaighinn. <b>(1)</b>	2	
8			Tha e a' dol a bhrosnachadh obair turasachd anns na h-Eileanan <b>(1)</b> agus tha luchd-turais a' dol a chur meas air/ga fhaicinn mar rud priseil. <b>(1)</b>	2	

Roinn (ii) – Sgrùdadh

Earrann 1- Bàrdachd

Question		Expected Answer(s)	Max Mark	Additional Guidance
		<b><i>Chan eil an seo ach stiùireadh agus gabhar ri freagairtean iomchaidh sam bith.</i></b>		
1		A dhà à: Gu bheil fiù 's na rudan leis a bheil clann a' cluich air atharrachadh (1); 'panaichean plastaig bòidheach' a' riochdachadh nan dèideagan a tha aig clann an-diugh (1); 'pigeachan' is 'sligean' = an t-seann dòigh cluiche (1); tha am baile air atharrachadh (1).	2	
2		Trì à: Tha daoine fhathast a' fuireach ann/tha ceò às na taighean (1); tha na taighean geal (1); tha i coimhead sìos air a' bhaile (1); tha e faisg air a' mhonadh (1); chan eil mòran chloinne ann (1).	3	
3		Ceithir à: Tha e a' sealltainn cho lag 's a tha a' Ghàidhlig (1); tha a' chlann a' riochdachadh an àm ri teachd (1) chan eil ann ach beagan dhiubh 's chan eil Gàidhlig aca 's mar sin chan eil e coltach gum bi a' Ghàidhlig beò san àm ri teachd (1); tha e a' sealltainn cho luath is a dh'atharraich staid na Gàidhlig (1); chan eil aig a' chloinn an-diugh ach Beurla ach cha mhòr gu robh facal Beurla aig an seanairean (1); tha an suidheachadh air atharrachadh gu tur an taobh a-staigh trì ginealaichean (1).	4	
4		Tha 'creagan tìm' a' riochdachadh na Gàidhlig agus dualchas/eachdraidh (1); tha 'greimeachadh ler mèirean' a' sealltainn nach eil greim ceart aca air na rudan sin / gu bheil a' Ghàidhlig ann an suidheachadh cunnartach (1).	2	
5		Ceithir à: Tha i a' toirt rudan sònraichte mun dualchas is mun chànan gu aire an leughadair (1); 'Dòmhnall Peigi le chù' – sealladh cumanta ann an coimhearsnachd Ghàidhealach (1); 'Dòmhnall Peigi' – dòigh sloinnidh nan Gàidheal (1); 'tighinn air chèilidh' – cleachdadh a bha aig na Gàidheal (1); 'cur fad air an teine' – a' riochdachadh fàilte (1); 'bidh an còmhradh mar bu mhinig' – bidh iad a' bruidhinn Gàidhlig (1).	4	

## Roinn (iv)

### SGEAMA COMHARRACHAIDH - EADAR-THEANGACHADH

*Chan eil an seo ach stiùireadh agus gabhar ri beachdan iomchaidh sam bith.*

1. Bho chionn ceud bliadhna
2. 's e rud gu math neònach a bhiodh air a bhith ann
3. cait a chumail a-staigh
4. fad na h-ùine.
5. Ann an taighean mòra Bhreatainn
6. bha àite eadar-dhealaichte/sònraichte
7. aig gach beathach.
8. Bhathar a' cumail chon a bha nam peataichean
9. shuas an staidhre còmhla ris an teaghlach
10. ach bhiodh cait a bha nam peataichean
11. a' fuireach shìos an staidhre còmhla ris na searbhantan
12. anns a' chidsin agus anns na taighean a-muigh –
13. cha b' e sin an t-àite bu mhiosa
14. dha beathach ris a bheil blàths
15. agus biadh a' còrdadh cho math.
16. Air an làimh eile,
17. bha cait an stàbaill agus an tuathanais
18. a-muigh fad na h-ùine
19. agus bha na coin a bha aca airson sealg
20. a' fuireach ann an taigh-chon.

**(1 x 20)**

[END OF MARKING INSTRUCTIONS]