



National
Qualifications
2014

2014 Gàidhlig Èisteachd

National 5

Finalised Marking Instructions

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General Marking Principles for National 5 Gàidhlig Listening

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Detailed Marking Instructions for each Question

Ceist		Freagairt a thathar a' sùileachadh	Làn chomharran	Stiùreadh a bharrachd
1.		timcheall cladaichean Bhreatainn gu lèir	1	
2.		a' sàbhaladh beatha nam mìltean dhaoine	1	
3.	(a)	tha luchd-obrach deònach daoine a shàbhaladh aig àm sam bith / agus ann an aimsir sam bith / 's iad tric a' cur am beatha fhèin ann an cunnart.	3	
	(b)	tha an luchd obrach ag obair gu saor-thoileach	1	
4.		Trì puingean à: Aon oidhche ann an stoirm chaidh bàta air na creagan faisg air a dachaigh. / Còmhla ri a h-athair dh'iomair i am bàta tro mhuir garbh cunnartach (airson còrr 's mìle) / airson daoine a shàbhaladh bhon t-soitheach agus an toirt air ais chun an taigh-sholais. / Cha robh i ach fichead bliadhna 's a dhà a dh'aois	3	
5.		Trì rudan à: Cha robh aca anns na làithean sin ach bàtaichean fosgailte gun einnsean / gu math eadar-dhealaichte bho na bàtaichean cumhachdach a th' aca an-diugh / le teicneòlas den a h-uile seòrsa annta eadar innealan saideil, sonar / agus na goireasan as fheàrr airson luchd obrach a dhìon.	3	
6.	(a)	Cha tug e leis peatroil gu leòr / agus stad an t-einnsean	2	
	(b)	nàire / taingeil	2	
7.		bhon a' phoball	1	
8.	(a)	airson inbhe nam bàtaichean teasairginn àrdachadh / airson toirt air daoine a bhith a' toirt airgead dhaibh / adhbhar sam bith iomchaidh	1	

Ceist		Freagairt a thathar a' sùileachadh	Làn chomharran	Stiùreadh a bharrachd	
	(b)		Freagairt iomchaidh sam bith	2	<p>Ann a bhith a' comharrachadh a' cheist seo feumaidh luchd-comharrachaidh a bhith deònach gabhail ris na tha oileanaich a' sgrìobhadh cho fad 's a tha am freagairt air a thoirt le fianais a' sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan a' cheist.</p> <p>Tha còir aig oileanaich a bhith a' toirt eisimpleir agus a' sealltainn mar a tha e a' toirt taic don phuing aca.</p>

[END OF MARKING INSTRUCTIONS]



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2014 Gàidhlig Leughadh agus Sgrìobhadh

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General Marking Principles for National 5 Gàidhlig Reading

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 detailed marking instructions, which identify the key features required in candidate responses.

- (c) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (d) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Detailed Marking Instructions for each Question

Roinn 1 - Leughadh airson Sgrùdadh agus Measadh

Ceist		Freagairt a thathar a' sùileachadh	Làn chomharran	Stiùreadh a bharrachd
1.	(a)	thòisich iad ann an 1985/ le dìreach dhà dhiubh/tha mìltean ann an-diugh/tha milleanan a' dèanamh am beò-shlàint asta/mar luchd-obrach/ no le bhith gan cleachdadh iad fhèin.(3 sam bith -Summarising)	3	
	(b)	Cha robh iad a' cruthachadh càil (mar chompanaidhean àbhaisteach) (1Inf)	1	
2.	(a)	daoine àbhaisteach agus bùthan (1U)	1	
	(b)	Pàigheadh son stuth chur air an làraich aca (1) airgead eile nuair a reiceas e(1)(2U)	2	
3.	(a)	gheibh thu rud sam bith air(1) le eisimpleir...càr, aodach, taigh,dèideag(1) (2u)	2	
	(b)	Cluinnidh tu daoine a' bruidhinn tric mu na barganan a fhuair iad(1) agus mun airgead a rinn iad(1) (2E)	2	
4.	(a)	chleachd iad a thilgeil dhan bhion(1) nise a' cur luach ann(1) ga reic son airgid(1)(3S)	3	
	(b)	tha iad a' fulang(1) tha iad a' faighinn nas lugha de stuth(1) agus nas lugha de dh'airgead (1) (2 sam bith U)	2	
5.	(a)	ro dhaor(1), prìs phostaidh ro àrd(1),chan eil duine ga iarraidh(1) (2sam bith U)	2	

Ceist		Freagairt a thathar a' sùileachadh	Làn chomharran	Stiùradh a bharrachd
	(b)	rudan anns nach eil feum/ aig nach eil luach/ nach biodh daoine ag iarraidh shaoileadh tu/ a gheibheadh daoine gu furasta iad fhèin, freagairt sam bith glic(2i)	2	
	(c)	taibhsean, am beatha fhèin, seanmhair, dùthchannan, cornflake, 2sam bith(2U)	2	
6.	(a)	mus reiceadh duine càil mì-laghail, daoine, rudan nach biodh 'ceart', rudan nach eil dha rìreabh ann agus nach gabh a reic. 2 rud sam bith glic. (2a)	2	
	(b)	an làrach-lìn aca (1U)	1	
7.	(a)	aon à... botal eadhar às na Hearadh(1) uisge à Loch Nis (1) patter à Glaschu (1)	1	
	(b)	oir chan eil luach annta, gheibh duine an asgaidh iad, chan eil iad fiù's fìor (patter) ...freagairt sam bith glic. (2i)	2	
8.		Freagairt sam bith iomchaidh a tha a' dearbhadh sgrùdadh is tuigse. (2 sam bith- A)	2	Eisimpleirean... measgachadh de dh'fhiosrachadh agus stòiridhean, a' cleachdadh àbhachdas, a' cur ceistean air an leughadair airson toirt orra smaoinichadh, tuairisgeulan soilleir den t-suidheachadh, measgachadh de dh'fhiosrachadh trom is aotram...

Roinn 2 – Sgrìobhadh

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 an expressive or creative response in written Gaelic using detailed language. 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

Mark range	Description of Performance
16 - 20	<ul style="list-style-type: none">• The candidate produces an extended piece of writing that adheres closely to the prescribed task and demonstrates real engagement with the topic.• The candidate identifies and explains the main purposes of the text/the main findings of their investigation, as appropriate to genre.• The candidate applies knowledge and understanding of language to explain meaning and effect, using appropriate critical terminology.• The candidate's response reveals control of the task through the use of a wide range of vocabulary, idiom and language structures.• The candidate's response is presented with a high degree of clarity, fluency and accuracy.
10 - 15	<ul style="list-style-type: none">• The candidate produces a piece of writing that adheres to the prescribed task and demonstrates engagement with the topic.• The candidate identifies and explains some of the main purposes of the text/ the main findings of their investigation, as appropriate to genre.• The candidate applies some knowledge and understanding of language, using some appropriate critical terminology.• The candidate's response reveals some control of the task through the use of a reasonably wide range of vocabulary, idiom and language structures.• The candidate's response is presented with a reasonable degree of clarity, fluency and accuracy.
5 - 9	<ul style="list-style-type: none">• The candidate produces a limited piece of writing that only loosely adheres to the prescribed task and only demonstrates basic engagement with the topic.• The candidate identifies and explains little of the main purposes of the text/the main findings of their investigation.• The candidate applies limited knowledge and understanding of language, using little critical terminology.• The candidate's response reveals little control of the task and uses a limited range of vocabulary, idiom and language structures.• The candidate's response contains little clarity, fluency or accuracy.

0 - 4	<p>The candidate produces a limited piece of writing that does not adhere to the prescribed task and demonstrates little or no engagement with the topic.</p> <p>The candidate identifies and explains very little of the main purposes of the text/the main findings of their investigation.</p> <p>The candidate applies very limited knowledge and understanding of language, and rarely uses appropriate critical terminology.</p> <p>The candidate's response reveals little or no control of the task and uses a very limited range of vocabulary, idiom and language structures.</p> <p>The candidate's response contains little or no clarity, fluency or accuracy.</p>
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[END OF MARKING INSTRUCTIONS]