



**2015 Gaelic (Learners)**

**Advanced Higher Listening**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Gaelic (Learners) Advanced Higher 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 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) Advanced Higher Listening**

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 A: Listening

#### Part 1

Question			Expected Answer(s)	Max Mark	Additional Guidance
1.			First <b>(1)</b> / British daily <b>(1)</b>	<b>2</b>	Don't accept British on its own
2.			Adverts	<b>1</b>	
3.			People so poor <b>(1)</b> / could not buy paper <b>(1)</b> / more often <b>(1)</b>	<b>3</b>	
4.			Up to middle <b>(1)</b> / last century <b>(1)</b>	<b>2</b>	
5.			<b>Bald</b> head <b>(1)</b> /big <b>belly</b> <b>(1)</b> / <b>fat</b> cigar in mouth <b>(1)</b> .  <b>NB</b> marks for bold words	<b>3</b>	Accept smart office for one mark
6.			Cross <b>(1)</b> / as a wild cat <b>(1)</b>	<b>2</b>	Accept angry, fierce or similar adjective
7.			Streets <b>(1)</b> / pubs <b>(1)</b>	<b>2</b>	
8.			Big hat <b>(1)</b> / long grey coat <b>(1)</b> / with a belt <b>(1)</b>	<b>3</b>	
9.			Depended <b>(1)</b> / on importance of item <b>(1)</b>	<b>2</b>	

**Part 2**

Question			Expected Answer(s)	Max Mark	Additional Guidance
10			About (1) / 1950 (1)	2	
11			New technology (1)	1	
12			Fell (1) / by more than half (1)	2	Accept other versions of fall/decline in sales
13			Changed contents (1) / to make them more appealing (1) / to young people (1)	3	
14			Research has shown (1) / very few (1) / under 25 (1) / buy a paper (1)	4	
15			Can get today's news (1) / free on the internet (1)	2	Accept "get it/the news on the internet" for 1 mark
16			Get <b>fed-up</b> (1) / with their political <b>opinions</b> (1)	2	Accept tired. Do not accept 'politics' without opinions
17			Believed her readers (1) / were sensible enough (1) / to have their own opinions (1)	3	Accept capable
18			It could help (today's) newspapers (1)	1	
				<b>(40)</b>	

[END OF MARKING INSTRUCTIONS]



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**Advanced Higher  
Reading, Writing and Literature**

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## **Part One: General Marking Principles for Gaelic (Learners) Advanced Higher Reading, Writing and Literature**

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**Part Two: Marking Instructions for each Question**

**Section B (i): Reading**

Question			Expected Answer(s)	Max Mark	Additional Guidance
1.			Many families <b>(1)</b> / moved out <b>(1)</b> / against their will <b>(1)</b>	<b>3</b>	Accept 'left' or similar
2.			British cities/abroad	<b>2</b>	Accept town
3.			No employment	<b>1</b>	Do not accept 'not earning enough'
4.			Servants <b>(1)</b> / in rich people's houses <b>(1)</b>	<b>2</b>	Do not accept hotels
5.			Guaranteed wage / city amenities	<b>2</b>	
6.			Sailors/soldiers	<b>2</b>	
7.			Weather <b>(1)</b> / way of life <b>(1)</b>	<b>2</b>	
8.			What heat <b>(1)</b> / cold and snow <b>(1)</b> / meant <b>(1)</b> / in places like eastern Canada <b>(1)</b>	<b>4</b>	
9.			Homesickness	<b>1</b>	Accept nostalgia
10.			Beautiful island views <b>(2)</b> / sound of the sea <b>(2)</b>	<b>4</b>	
11.			Now a quarter <b>(1)</b> / of 1800 population <b>(1)</b>	<b>2</b>	
12.			People(strangers) from the south <b>(1)</b> / moving to the <u>islands</u> <b>(1)</b>	<b>2</b>	
13.			Attracted by beautiful views <b>(1)</b> / which the people that left were missing <b>(1)</b>	<b>2</b>	
14.			Retired <b>(1)</b> / from good professions <b>(1)</b> / sold their house <b>(1)</b>	<b>3</b>	Accept job/career or similar

Question			Expected Answer(s)	Max Mark	Additional Guidance
15.			Compete <b>(1)</b> / with prices <b>(1)</b> / they are paying for houses <b>(1)</b>	<b>3</b>	
16.			Almost <b>(1)</b> / unchanged <b>(1)</b>	<b>2</b>	
17.			Old people moving in <b>(1)</b> / in place of young people moving out <b>(1)</b>	<b>2</b>	
18.			Big effect <b>(1)</b> on islands' culture	<b>1</b>	Do not accept 'success'
				<b>(40)</b>	



## Section B (ii): Writing

Marks will be awarded for:

- presenting and supporting a personal point of view stance
- recognising an alternative viewpoint or stance
- offering counter-argument

At this level candidates are expected to produce written Gaelic of some sophistication. 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"> <li>• the candidate presents, supports and structures a personal point of view very clearly</li> <li>• the candidate presents alternative viewpoint(s) succinctly and offers strong counter-arguments</li> </ul>
28 – 33	<ul style="list-style-type: none"> <li>• the candidate's use of language is clearly appropriate and effective</li> <li>• the candidate demonstrates command of the rules of grammar with very few errors of a major nature</li> </ul>
26 – 27	<ul style="list-style-type: none"> <li>• the candidate presents, supports and structures a personal point of view with some competence</li> <li>• the candidate presents alternative viewpoint(s) well and offers reasonable counter-argument(s)</li> </ul>
24 – 25	<ul style="list-style-type: none"> <li>• the candidate's use of language is appropriate and effective</li> <li>• the candidate demonstrates awareness of the rules of grammar with a small number of errors of a major nature</li> </ul>
22 – 23	<ul style="list-style-type: none"> <li>• the candidate makes an acceptable attempt to present, support and structure a personal point of view</li> <li>• the candidate presents alternative viewpoint(s) and offers counter-argument(s)</li> </ul>
20 – 21	<ul style="list-style-type: none"> <li>• the candidate's use of language is reasonably appropriate and effective</li> <li>• the candidate's response shows sufficient awareness of the rules of grammar appropriate to this level, to ensure comprehension in spite of a number of errors</li> </ul>
16 – 19	<ul style="list-style-type: none"> <li>• the candidate makes an attempt to present, support</li> <li>• the candidate attempts to present alternative viewpoint(s) and/or offer counter-argument(s) but lacks clarity</li> <li>• the candidate's use of language is limited and lacks appropriateness and effectiveness</li> <li>• the candidate's response shows some awareness of the rules of grammar appropriate to this level, but does not adequately ensure comprehension</li> </ul>
14 – 15	<ul style="list-style-type: none"> <li>• the candidate fails to present, support or structure a personal point of view</li> <li>• the candidate fails to present alternative viewpoint(s) and/or offer counter-argument(s)</li> </ul>
0 – 13	<ul style="list-style-type: none"> <li>• the candidate's use of language is very limited and lacks appropriateness and effectiveness</li> <li>• it may be difficult or impossible to comprehend most of the candidate's response</li> </ul>

## Section B (iii): Literature

Marks will be awarded for producing an evaluation in English of a Gaelic literary text.

At this level candidates are expected to analyse and appreciate 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"><li>• the candidate provides a very detailed evaluation and personal appreciation of a literary text(s)</li><li>• the candidate's evaluation of the effectiveness of the text(s) shows a sustained insight into the writer's theme, purpose and stance</li><li>• the candidate's personal appreciation of the text(s) is used to support the appreciation</li><li>• the candidate's response uses a range of critical terminology</li></ul>
28 – 33	
26 – 27	<ul style="list-style-type: none"><li>• the candidate provides a good evaluation and personal appreciation of a literary text(s)</li><li>• the candidate's evaluation of the effectiveness of the text(s) shows insight into the writer's theme, purpose and stance</li><li>• the candidate's personal appreciation of the text(s) is mostly clear and for the most part is presented logically and with some perception</li><li>• evidence from the text(s) is used to support the appreciation</li><li>• the candidate's response uses critical terminology</li></ul>
24 – 25	
22 – 23	<ul style="list-style-type: none"><li>• the candidate has a reasonable grasp and evaluation of the writer's theme, purpose and stance</li><li>• the candidate's personal appreciation of the text is reasonably detailed and relevant</li><li>• some evidence from the text is used to support the appreciation</li><li>• the candidate's response uses some critical terminology</li></ul>
20 – 21	
16 – 19	<ul style="list-style-type: none"><li>• the candidate's grasp and evaluation of the writer's theme, purpose and stance</li><li>• the candidate's personal appreciation of the text lacks detail and relevance</li><li>• very little or no evidence from the text is used to support the appreciation</li><li>• the candidate's response uses very little or no critical terminology</li></ul>
14 – 15	<ul style="list-style-type: none"><li>• the candidate displays very little or no grasp/evaluation of the writer's theme, purpose and stance</li><li>• the candidate's personal appreciation of the text is neither detailed nor relevant</li><li>• very little or no evidence from the text is used to support the appreciation</li><li>• the candidate's response does not use any critical terminology</li></ul>
0 – 13	

[END OF MARKING INSTRUCTIONS]