



2015 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.**

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An Àrd Ìre Adhartach

Roinn (i) Sgrìobhadh

Mark Range	Description of Performance
42-50	<ul style="list-style-type: none">• The candidate's response to the task reveals a high degree of thoughtfulness, insight and imagination.• The structure of the candidate's response is sequenced to create significant impact.
35-41	<ul style="list-style-type: none">• The stance adopted is distinctive and skilfully created and sustained.• Style and language are used consistently with skill and crispness.
32-34	<ul style="list-style-type: none">• The candidate's response to the task reveals a good degree of thoughtfulness, insight and imagination.• The structure of the candidate's response is sequenced to create impact.
30-31	<ul style="list-style-type: none">• The stance adopted is clear and may reveal some skilful endeavours to control tone or mood.• Style and language are used with a measure of skill to achieve desired outcomes.
27-29	<ul style="list-style-type: none">• The candidate's response to the task may reveal a degree of thoughtfulness, insight and imagination.• The structure of the candidate's response is sequenced to create some impact.
25-26	<ul style="list-style-type: none">• The stance adopted is mostly clear and appropriate with an endeavour to create tone or mood.• Style and language are used to achieve desired outcomes.
20-24	<ul style="list-style-type: none">• The candidate's response to the task reveals little thoughtfulness, insight or imagination.• The structure of the candidate's response is poorly sequenced and creates little or no impact.• The stance adopted is unclear with little endeavour to create tone or mood.• Style and language frequently do not achieve desired outcomes.
17-19	<ul style="list-style-type: none">• The candidate's response to the task reveals very little thoughtfulness, insight or imagination.• The structure of the candidate's response is very poorly sequenced and creates little or no impact.
0-16	<ul style="list-style-type: none">• The stance adopted is unclear with hardly any endeavour to create tone or mood.• Style and language hardly achieve desired outcomes.

Part Two: Marking Instructions for each Question

Roinn (ii) – Sgrùdadh

Earrann 1 – Rosg

Question		Expected Answer(s)	Max Mark	Additional Guidance
1		Nuair a tha neach air a bhith air falbh às àite greis (1) bidh tòrr air tachairt mus till e (1) a dh'fheumas e ionnsachadh mu dheidhinn nuair a thilleas e (1) .	3	
2		Tha adhartas mòr air a bhith ann (1) ; thòisich seo beag (1) ach tha e air fàs gu bhith mòran nas motha (1) .	3	
3		Chuir iad buidheann ùr/an GTC air chois (1) agus thug iad seachad airgead (1) airson dà cheud uair a thìde telebhisein a chraoladh (1) .	3	
4		A dhà à: ' Chùm iad an sporan na bu dùinte na bha am beul '; ' leigeil orra gu robh iad taiceil '; ' òraidean brèagha '; ' Tha cuid brèagha aig an fhèill, ach mosach nan taigh fhèin '.	2	
5	a	Bha na companaidhean mòra (1) ag iarraidh an cuid fhèin den airgead (1) is bha e duilich dhan fheadhainn bheaga cumail suas riutha (1) .	3	
5	b	Gur e obair shalach/mhì-onarach/mhì-chàilear a tha ann (1) . No: Cha toigh leis poilitigs (1) .	1	

Roinn (ii) – Sgrùdadh

Earrann 1- Bàrdachd

Question		Expected Answer(s)	Max Mark	Additional Guidance
1		Tha ‘an fhuil’ (1) agus ‘oir do sgine’ (1) a’ sealltainn gur e obair chruaidh is chunnartach a bha aice, agus tha ‘shailt’ is ‘salainn’ (1) a’ sealltainn gur e beatha shearbh is dhuilich a bha ann. [No mìneachadh iomchaidh eile.]	3	
2		Dh’fhàg seo i na boireannach nach can mòran (1) is a tha searbh ri daoine (1).	2	
3	a	Bha e san oilthigh/cholaiste (1) ann an Obar-Dheathain (1).	2	
3	b	Trì à: deoghal cùrsan ùr (1); mo Ghàidhlig ann an leabhar (1); nam shuidh’ an siud air cathair (1); mo chofaidh ri mo thaobh (1).	3	
4		A dhà à: a bhith ag èirigh cho tràth (1); glanadh an èisg (1); fuaim na mara (1).	2	
5		Tha e a’ faireachdainn ciontach (1) gun robh a bheatha-san cho socair (1) is beatha a mhàthar cho cruaidh (1).	3	

Roinn (iv)

SGEAMA COMHARRACHAIDH - EADAR-THEANGACHADH

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

1. 'S e Kathrine Switzer a' chiad bhoireannach **(1)**
2. a ghabh pàirt **(1)**
3. mar fharpaiseach clàraichte **(1)**
4. ann am Marathon Bhoston, **(1)**
5. rèis airson fir a-mhàin aig an àm, **(1)**
6. os dèidh dhi a h-ainm a chur a-steach **(1)**
7. os ìosal ann an 1967. **(1)**
8. Nuair a thug manaidsear na rèis **(1)**
9. an aire dhi, **(1)**
10. dh'fheuch e **(1)**
11. ris an àireamh-rèisidh aice **(1)**
12. a spionadh dhi, **(1)**
13. rud a chuireadh a-mach às an rèis i. **(1)**
14. Ach phut a leannan gu aon taobh e **(1)**
15. agus chaidh aice air an rèis a chrìochnachadh. **(1)**
16. Nuair a dh'fhaighnich luchd-naidheachd **(1)**
17. an ann a' sabaid airson còirichean bhoireannach a bha i **(1)**
18. fhreagair i, "Bha mi dìreach ag iarraidh ruith." **(1)**
19. 'S e ceum mòr air adhart a bha san rèis, ge-tà, **(1)**
20. airson spòrs bhoireannach. **(1)**

(1 x 20)

[END OF MARKING INSTRUCTIONS]