



National
Qualifications
2015

2015 Gàidhlig Listening

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.
- (c) 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.

Detailed Marking Instructions for each Question

Ceist		Freagairt a thathar a'	Làn	Stiùreadh a bharrachd
1.		Daoine làidir, fiadhaich (1) àrd is bàn (1)	2	Bu chòir do luchdceartachaidh a bhith a' cleachdadh am breithneachadh proifeiseanta, an eòlas agus am fiosrachadh air a' chuspair agus an tuigse gus comharraidhean a thoirt seachad airson freagairtean nan oileanach.
2.	(a)	Nuair a bhiodh iad a' sabaid / ann an cogaidhean	1	
	(b)	Airson eagal a chur air na nàimhdean aca (1)	1	
	(c)	A' peantadh an aodainn (1) a' cur stuth nam falt (1)	2	
3.		Bha iad comasach air obair ghrinn a dhèanamh len làmhhan (1), bha iad math air fighe (1) cleachdadh tòrr dhathan san aodach aca (1)	3	
4.		Ann an seudan (1)	1	
5.		Bha urram aca dhaibh / bha iad a' smaoinichadh tòrr dhiubh	1	
6.		A' feuchainn ri eagal a chur air na droch spioradan	1	
7.		Èirinn, a' Chuimrigh, a' Bhreatainn Bheag no Alba	2	
8.		Trì bho: cànan, cleachdaidhean, ealain, tartain, Oidhche Shamhna	3	
9.	(a)	Fiosrachadh a thoirt seachad mu na Ceiltich	1	
	(b)	Freagairt iomchaidh	2	

[END OF MARKING INSTRUCTIONS]



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General Marking Principles for National 5 Gàidhlig Reading and Writing

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- (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.
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Detailed Marking Instructions for each question

Roinn 1 - Leughadh airson Sgrudadh agus Measadh

Ceist		Freagairt a thathar a'	Làn chomharran	Stiùreadh a bharrachd
1.	(a)	chaidh cuid de na spòrsan as motha san t-saoghal a chruthachadh ann (1) tha Breatainn na dhachaigh dha mòran de cho-fharpaisean eadar-nàiseanta (1)	2	Bu chòir do luchdceartachaidh a bhith a' cleachdadh am breithneachadh proifeiseanta, an eòlas agus am fiosrachadh air a' chuspair agus an tuigse gus comharraidhean a thoirt seachad airson freagairtean nan oileanach.
	(b)	bidh àireamh mhòr a' gabhail pàirt (1) <u>no</u> bidh ceathrad mìle a' gabhail pàirt (1) bidh na milleanan ga choimhead ri taobh na slighe (1) bidh sluagh mòr ga choimhead air an telebhisean (1) (<u>no</u> nan dachaighean fhèin)	3	
2.		tha i air a meas mar tè de na rèisean marathon as cudromaiche (1) tha duaisean mòra ann (1) <u>no</u> tha millean not mar dhuais (1)	2	
3.		tha slighe na rèise gu math còmhnaidh (1) tha iad ann mus tig teas an t-samhraidh (1)	2	
4.		ruith i na bu luaithe na ruith boireannach sam bith eile a-riamh (1) chuir i crìoch air a' mharathon ann an dà uair a thìde 's cairteal (1)	2	
5.		's e an tachartas bliadhnail as motha a tha a' togail airgead (1) uile gu lèir chaidh mu chòig ceud millean not a chruinneachadh (1)	2	

Ceist		Freagairt a thathar a'	Làn chomharran	Stiùreadh a bharrachd
6.	(a)	's e dùbhlán sònraichte a tha ann a tha ro chuid an dèidh dhaibh a bhith ri trèanadh (1) tha feadhainn ag amas air a dhol beagan nas luaithe na chaidh iad ron a sin (1)	2	
	(b)	tha àireamh bheag de dhaoine air ruith gach bliadhna on a thòisich an rèis (1) bha an duine a bu shine a ghabh pàirt a-riamh beagan 's ceud bliadhna a dh'aois (1)	2	
7.	(a)	4 bho : chaidh eanchainn a mhilleadh gu dona (1) bha e gun mhothachadh airson mìos (1) bha e gun chothrom bruidhinn no gluasad airson mìosan (1) bha e glè fhaisg air a' bhàs (1) bha na dotairean den bheachd nach coisicheadh e a-chaidh (1)	4	
	(b)	bha e sia bliadhna ann an cathair-cuibhle (1) bha e sia bliadhna eile mus robh neart gu leòr aige (1)	2	
	(c)	ged a bha a h-uile co-fharpaiseach eile deiseil (1) <u>no</u> ged a thug e sia làithean a' crìochnachadh na rèis (1) bha slugh mor a' feitheamh air aig an loidhne-deiridh (1) bha iad a' dèanamh gàirdeachas mòr nuair a ràinig e (1)	3	
	(d)	's esan a bha a' sabaid le Watson nuair a chaidh Watson a dhroch leòn (1) 's e rud cumhachdach a bha ann gun robh Eubank còmhla ris (1) tha e a' sealltainn nach robh Watson a' cur coire air Eubank (1) tha e a' dearbhadh gun robh Watson air mathanas a thoirt dha (1) no freagairt iomchaidh eile	2	
8.		fiosrachadh innse mu dheidhinn Marathon Lunnainn (1) innse mun cheangal eadar am Marathon agus carthannas (1) no freagairt iomchaidh sam bith eile	2	

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	<ul style="list-style-type: none">• 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.• The candidate identifies and explains very little of the main purposes of the text/the main findings of their investigation.• The candidate applies very limited knowledge and understanding of language, and rarely uses appropriate critical terminology.• The candidate's response reveals little or no control of the task and uses a very limited range of vocabulary, idiom and language structures.• The candidate's response contains little or no clarity, fluency or accuracy.
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[END OF MARKING INSTRUCTIONS]