



National  
Qualifications  
2015

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# 2015 Gaelic (Learners) Reading

## New Higher

### Finalised Marking Instructions

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## General Marking Principles for Higher Gaelic 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.*

- (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.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this Paper are as follows:
  - (i) Questions 1-6 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1-3 marks.
  - (ii) Question 7 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of two marks available for reference to the text and detailed comment. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.
  - (iii) Question 8 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) For questions that ask candidates to ‘state...’ or ‘give’, candidates must give a brief, accurate response/name.
- (g) We use the term – or any other acceptable answer – to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (h) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

## Detailed Marking Instructions for each question

### Section 1 - Reading

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.		<ul style="list-style-type: none"> <li>(96%) use one method of <u>online communication</u> every day</li> </ul>	1	
2.		<ul style="list-style-type: none"> <li>communicate with people scattered throughout the world</li> <li>get help with homework</li> <li>find out about films showing in the cinema</li> <li>buying things on auction/trade sites</li> <li>downloading music, films and games</li> </ul> <p><i>Any 3 points from possible 5 for 3 marks</i></p>	3	
3.	(a)	<ul style="list-style-type: none"> <li>to keep their personal information secret (accept 'private')</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>Password for your email</li> <li>Names of people in your family</li> </ul> <p>(any 1 from 2)</p>	1	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
4.	(a)	<ul style="list-style-type: none"> <li>• Only your friends can see what you post</li> <li>• create a password with a mixture of letters and numbers</li> <li>• use a password that is not obvious to other people</li> <li>• change your password regularly</li> <li>• do not open an email from an unknown sender (it could be a virus)</li> <li>• buy anti-virus software for every computer in the home</li> </ul> <p><i>Any 3 points from possible 6 for 3 marks</i></p>	3	
	(b)	<ul style="list-style-type: none"> <li>• Adults pretending to be children</li> <li>• how private their page is (accept 'how secure their settings are')</li> <li>• only your friends should be able to see what is on your page/what you post</li> </ul> <p><i>Any 1 from possible 3 for 1 mark</i></p>	1	
5.		<ul style="list-style-type: none"> <li>• leave the conversation</li> <li>• tell a parent, a teacher, an adult or the website</li> </ul>	2	
6.		<ul style="list-style-type: none"> <li>• he was a victim of online/cyber bullying</li> </ul>	1	
7.		<ul style="list-style-type: none"> <li>• how would you feel if someone said it about you?</li> <li>• how would you feel if a parent or teacher saw the photo or what you were writing?</li> <li>• Your words can be online forever</li> <li>• would you want an employer or college or university to see your post?</li> <li>• Would you say it to someone's face</li> </ul> <p><i>Any 3 points from possible 5 for 3 marks</i></p>	3	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
8.	(a)	<ul style="list-style-type: none"> <li>You have a wide range of goods/(clothes, make up, music, games)</li> <li>Very quite/convenient</li> <li>You can do it anytime anyplace</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>Use a website that is trustworthy/reliable and legal</li> </ul>	1	
9.		<p>Markers should use their own professional judgement but likely answers include:</p> <ul style="list-style-type: none"> <li>a teenage magazine because it is aimed at teenagers to give them advice on being safe online (+ examples from the text such as using reputable websites when purchasing goods online, changing online passwords regularly, etc.)</li> <li>literature issued by schools, for example in Personal and Social Education, to prompt discussion about the dangers of internet use (+ examples from the text)</li> </ul>	2	<p>Candidates should give their answer and back this up with evidence from the text. This evidence should not be information from general knowledge about internet safety or information gleaned from the wording of the questions.</p> <p>(Additional guidance commentary table as in SQP required.)</p> <p>Do not accept just 'newspaper'.</p>
			(20)	

Question	Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
10.	<u>Cha bu chòir dhut barrachd air uair a thìde a chur seachad aig coimpiutair aig an aon àm.</u>	You should not spend more than one/an hour at a computer at the one time.		
	<u>Nì e cron air do shùilean,</u>	It will damage your eyes,		
	<u>fàsaidh do cheann goirt agus bidh do sgilean sòisealta a' fulang.</u>	your head will get sore and your social skills will suffer.	it affects your head and your eyes	
	<u>Bu chòir don òigridh a bhith an sàs ann an</u>	Young people should be involved in	It is good for young people to...	
	<u>Cur-seachadan mar spòrs agus clubaichean cuideachd.</u>	Hobbies/pastimes like sports and clubs too.		

[END OF MARKING INSTRUCTIONS]



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# 2015 Gaelic (Learners) Directed Writing

## New Higher

### Finalised Marking Instructions

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## General Marking Principles for Higher Gaelic Section 2 – Directed Writing

*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) Candidates will write a piece of extended writing in Gaelic addressing a scenario that has four related bullet points. Candidates must address each bullet point. The first bullet point contains two pieces of information to be addressed. The remaining three bullet points contain one piece of information each. There is a choice of two scenarios and learners must choose one of these.
- (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.
- (d) For each of the sections for writing, the marker should select the pegged mark that most closely describes the candidate's performance.
- (e) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
  - (i) Content
  - (ii) Accuracy
  - (iii) Language resource - variety, range, structure
- (f) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (g) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.
- (h) Markers must adhere to the following general marking principle in situations where the candidate has not addressed one or more bullet points:
  - (i) If a candidate has failed to address one of the bullet points, the **maximum** mark that can be awarded is 6.
  - (ii) If a candidate has failed to address two of the bullet points, the **maximum** mark that can be awarded is 4.
  - (iii) If a candidate has failed to address three or more of the bullet points, the **maximum** mark that can be awarded is 0.



The table below gives further guidance to markers, if:

<p>the candidate only addresses one part of one of the introductory, more predictable bullet point.</p>	<p>In such a case the candidate is deemed to have not addressed the bullet point and the maximum mark that can be awarded is <b>6</b>.</p>
<p>some bullet points fit into one category but others are in the next, lower category.</p>	<p>It is important to look carefully at which bullet points are better addressed.          If the better sections include the more predictable, introductory bullet point, the marker is less likely to be generous than if responses to unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet point, a lower mark must be awarded.          It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet point - or even about information that is not covered by any of the bullet points- as for the three remaining bullet points. In such cases, the lower mark being considered should be awarded.</p>
<p>the marker is having great difficulty in deciding whether the writing is good enough to pass.</p>	<p>It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.</p>
<p>the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but contains some possibly serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures.</p>	<p>This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded <b>6</b>.</p>

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> <li>• The content is comprehensive</li> <li>• All bullet points are addressed fully and some candidates may also provide additional relevant information</li> </ul>	<ul style="list-style-type: none"> <li>• The language is accurate in all four bullets. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>• There is evidence of confident handling of all aspects of grammar and accurate spelling, although the language may contain a number of minor errors, or even one serious error</li> <li>• Where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex</li> <li>• There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>• A comprehensive range of verbs/ verb forms, tenses and constructions is used</li> <li>• Some modal verbs and infinitives may be used</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence</li> <li>• Sentences are mainly complex and accurate</li> <li>• The language flows well</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
8	<ul style="list-style-type: none"> <li>• The content is clear</li> <li>• All bullet points are addressed clearly</li> <li>• The response to one bullet point may be thin, although other bullet points are dealt with in some detail</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mostly accurate.</li> <li>• Where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>• There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where relevant</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex</li> <li>• In one bullet point the language may be more basic than might otherwise be expected at this level</li> <li>• The candidate uses a range of verbs/verb forms and other constructions</li> <li>• There may be less variety in the verbs used</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence</li> <li>• Sentences are generally complex and mainly accurate</li> <li>• Overall the writing will be very competent, essentially correct, but may be pedestrian</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> <li>• The content is adequate and may be similar to that of an 8</li> <li>• Bullet points may be addressed adequately, however one of the bullet points may not be addressed</li> </ul>	<ul style="list-style-type: none"> <li>• The language may be mostly accurate in two or three bullet points. However, in the remaining one or two, control of the language structure may deteriorate significantly</li> <li>• The verbs are generally correct, but basic</li> <li>• Tenses may be inconsistent, with present tenses being used at times instead of past tenses</li> <li>• There may be errors in spelling, adjective endings and some prepositions may be inaccurate or omitted. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases (where relevant), singular/plural confusion - and in the use of accents (where relevant)</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of detailed and complex language</li> <li>• The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level</li> <li>• The candidate relies on a limited range of vocabulary and structures</li> <li>• There is minimal use of adjectives, probably mainly after –is</li> <li>• The candidate has a limited knowledge of plurals</li> <li>• A limited range of verbs is used to address some of the bullet points</li> <li>• The candidate copes with the past tense of some verbs</li> <li>• When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion</li> <li>• Sentences are mainly single clause and may be brief</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>• The content may be limited and the Directed Writing may be presented as a single paragraph</li> <li>• Bullet points may be addressed in a limited way</li> <li>• <b>Two</b> of the bullet points are not addressed</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mainly inaccurate and after the first bullet the control of the language structure may deteriorate significantly</li> <li>• A limited range of verbs is used</li> <li>• Ability to form tenses is inconsistent</li> <li>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions</li> <li>• There may be confusion between the singular and plural form of verbs</li> <li>• There are errors in many other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order</li> <li>• Several errors are serious, perhaps showing mother tongue interference</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of detailed and complex language</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch</li> <li>• The candidate mainly copes only with simple language</li> <li>• The verbs “was” and “went” may also be used correctly</li> <li>• Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker</li> <li>• An English word may appear in the writing or a word may be omitted</li> <li>• There may be an example of serious dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> <li>• The content may be basic or similar to that of a 4 or even a 6</li> <li>• Bullet points are addressed with difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• The language is inaccurate in all four bullets and there is little control of language structure</li> <li>• Many of the verbs are incorrect or even omitted. There is little evidence of tense control</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of detailed and complex language</li> <li>• Verbs used more than once may be written differently on each occasion</li> <li>• The candidate displays almost no knowledge of the past tense of verbs</li> <li>• The candidate cannot cope with more than one or two basic verbs</li> <li>• Sentences are very short and some sentences may not be understood by a sympathetic native speaker</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The content is very basic</li> <li>• The candidate is unable to address the bullet points</li> <li>• <b>Three</b> or more of the bullet points are not addressed</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate in all four bullets and there is almost no control of language structure</li> <li>• Most errors are serious</li> <li>• Virtually nothing is correct</li> <li>• Very little is intelligible to a sympathetic native speaker</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of detailed and complex language</li> <li>• The candidate may only cope with the verbs to have and to be</li> <li>• There may be several examples of mother tongue interference</li> <li>• English words are used</li> <li>• Very few words are written correctly in the modern language</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

[END OF MARKING INSTRUCTIONS]



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## 2015 Gaelic (Learners) Listening and Literature

### New Higher

## Finalised Marking Instructions

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## General Marking Principles for Gaelic Listening 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 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.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) The marks available in this Paper are as follows:
  - (i) Questions (a) - (e) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-2 marks.
  - (ii) Question (f) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero marks.
- (f) For questions that ask candidates to “state...” or “give”, candidates must give a brief, accurate response/name.
- (g) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term – or any other acceptable answer – to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (h) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (i) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

## Detailed Marking Instructions for each question

### Section 1 - Listening

#### Item 1

Question	Expected Answer (s)	Max Mark	Unacceptable answers
1. (a)	<ul style="list-style-type: none"> <li>• He has been studying/learning it since he <u>started</u> in secondary/High school</li> <li>• He's enjoyed it a lot</li> </ul>	1	
(b)	1 from: <ul style="list-style-type: none"> <li>• He understand it well</li> <li>• He speaks it quite well</li> <li>• He is not fluent yet</li> <li>• He has made a lot of progress</li> <li>• He speaks a little bit</li> </ul>	1	
(c)	<ul style="list-style-type: none"> <li>• To learn more/gain experience about the job/teaching</li> </ul>	1	
(d)	Two of: <ul style="list-style-type: none"> <li>• they sang every day</li> <li>• they made pictures for a competition</li> <li>• playing language/Gaelic games</li> <li>• reading simple stories</li> </ul>	2	
(e)	Two of: <ul style="list-style-type: none"> <li>• diligent with marking</li> <li>• creative with lessons</li> <li>• patient at listening (to the pupils)</li> </ul>	2	<ul style="list-style-type: none"> <li>• Fun</li> </ul>
(f)	<ul style="list-style-type: none"> <li>• it is not an easy job but he is confident he could do it</li> </ul>	1	
		(8)	

Item 2

Question		Expected Answer (s)	Max Mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> <li>• (The mountains are so high) you can ski there</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>• He enjoyed working/it a lot</li> <li>• His work was useful</li> <li>• People so lively/kind</li> </ul>	2	
	(c)	Two from: <ul style="list-style-type: none"> <li>• Project in school (last year/in Scotland)</li> <li>• Class sent letters/wrote to (pupils in) a school in Lesotho</li> <li>• He received an invitation to go over</li> </ul>	2	
	(d)	Two from: <ul style="list-style-type: none"> <li>• <u>Taught</u> them a bit of Gaelic</li> <li>• Showed them how to play shinty</li> <li>• Worked on the school building</li> <li>• Built a new toilet</li> </ul>	2	<ul style="list-style-type: none"> <li>• Speak</li> <li>• Played Shinty</li> </ul>
	(e)	<ul style="list-style-type: none"> <li>• Sing in the language every day (nicely/beautifully)</li> </ul>	1	

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(f)	Two from: <ul style="list-style-type: none"> <li>• They wake up very early to walk to school</li> <li>• The school is small and uncomfortable</li> <li>• They get to eat lunch together outside</li> <li>• They really enjoy learning</li> <li>• They aren't so fortunate</li> </ul>	2	
	(g)	<ul style="list-style-type: none"> <li>• Sport - athletics/football</li> <li>• Loved football</li> <li>• Working/helping/doing jobs at home if parents are ill</li> </ul>	1	
	(h)	<ul style="list-style-type: none"> <li>• Collecting/Raising money for books and computers</li> </ul>	1	
			(12)	

## General Marking Principles for Higher Gaelic (Learners) Literature

*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) Markers should allocate a pegged mark by following the instructions given below.
- (d) For each of the five sections in the first column (Evaluation, Appreciation, Use of Evidence, Use of Critical Terminology and Relevance), the marker should select the pegged mark which most closely describes the candidate's performance.
- (e) Marking should be holistic. There may be strengths and weaknesses in a candidate's response; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.
- (f) Markers can award the highest pegged mark for a candidate's response even if there are minor inaccuracies in the analysis or evaluation of the chosen text. Such minor inaccuracies should not detract from the overall impression.
- (g) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark with the candidate's performance.
- (h)
  - (i) For questions that ask candidates to "Identify ...", candidates must present in brief form/name. Alternatives can be "list", "state" or "give".
  - (ii) For questions that ask candidates to "Explain ..." or ask "in what way ...", candidates must relate cause and effect and/or make relationships between things clear.

Marking Instructions: Section 2 - Literature

Pegged mark	10	8	6	4	2	0
Evaluation of the text The candidates ...	evaluation of the effectiveness of the text shows a comprehensive appreciation of the writer's theme, purpose and stance	evaluation of the effectiveness of the text shows a good appreciation of the writer's theme, purpose and stance	grasp and evaluation of the writer's theme, purpose and stance is evident, but basic	grasp and/or evaluation of the writer's theme, purpose and stance is problematic or limited	grasp and/or evaluation of the writer's theme, purpose and stance is limited	grasp/evaluation of the writer's theme, purpose and stance is not present or not relevant
Appreciation of the text The candidate's ...	personal appreciation of the text is lucid and is presented in a logical and perceptive manner	personal appreciation of the text is mostly clear and is for the most part presented logically and with some perception	personal appreciation of the text is reasonably detailed and relevant	personal appreciation of the text lacks detail and relevance	personal appreciation of the text is neither detailed nor relevant	personal appreciation of the text is neither detailed nor relevant
Use of evidence from the text The candidate uses ...	detailed evidence from the text to support the appreciation	evidence from the text to support the appreciation	some evidence from the text to support the appreciation	very little or no evidence from the text to support the appreciation	Very little or no evidence from the text to support the appreciation	No evidence from the text to support the appreciation
Use of critical terminology The candidate ...	uses a range of critical terminology	uses critical terminology	uses some critical terminology	uses very little or no critical terminology	does not use any critical terminology	does not use any critical terminology
Relevance The candidate ...	fully addresses the chosen question	addresses the chosen question	makes some attempt to address the chosen question	makes little attempt to address the chosen question	does not address the chosen question	does not address the chosen question

[END OF MARKING INSTRUCTIONS]