National
Qualifications
2015

2015 Gàidhlig Listening

New Higher

Finalised Marking Instructions

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General Marking Principles for Gàidhlig 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) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the speaker's use of language.

(e) 16-17 marks are awarded for Understanding and 3-4 marks are awarded for Analysis and Evaluation of the language used in the Listening section.

(f) Other answers can be accepted than those in the Marking Instructions as long as they are relevant and appropriate. We use the term "Freagairt iomchaidh eile" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers.

(g)
- **(i)** For questions that ask candidates simply "**Carson**…", candidates must give a brief, accurate response/name.
- **(ii)** For questions that ask candidates to "**Mìnich**…" or ask "**ciamar**…", candidates must relate cause and effect and/or make relationships between things clear.
- **(iii)** For questions that ask candidates to "**Seall mar a tha...**", candidates must identify parts, the relationship between them, and their relationships with the whole.
- **(iv)** For questions that ask candidates "**Carson, nad bheachd...**", candidates must make a personal judgement based on the text and task.

The following notes are offered to support markers in making judgements on candidates' evidence.

Ceist			Freagairt a thathar a' sùileachadh	Làn chomharran	Stiùireadh a bharrachd
1.			Bòidhchead na tìre (1) ceòl dùthchasach (1) biadh sònraichte (1)	**2**	**dhà** às na freagairtean seo
2.			tha companaidhean a' cur air dòigh tursan gus am faic iad am fiadh (1) tha na companaidhean air an cumail glè thrang (1)	**2**	
3.			tha na h-àireamhan air a dhol suas an dà uiread (1) NO Tha na h-àireamhan air a dhol suas anns na bliadhnachan mu dheireadh (1)	**1**	Gabh ri: gu bheil an àireamh air an dà chuid feum agus cron adhbhrachadh (1)
4.			Thig mòran luchd-turais a shealg (1) tha an t-sealg a' cruthachadh cosnadh (1)	**2**	Gabh ri: bidh airgead a' tighinn a-steach dha eaconamaidh na sgìre (1)
5.			's e feòil nàdarra a th' ann (1) chan eil feòil bheathaichean a chaidh àrach air tuathanasan cho fallain (1)	**2**	
6.	(a)		tha cuid de mhonaidhean gun lus no feur (1) chan eil àite-neadachaidh aig na h-eòin (1)	**2**	
	(b)		Ithidh iad na craobhan beaga/chan eil craobhan ùra a' fàs/bidh na coilltean gu slaodach a' crìonadh (1) thèid beathaichean eile/an fheòrag ruadh à bith (1)	**2**	
7.	(a)		bidh iad a' tighinn do na h-àiteachan far a bheil daoine (1)	**1**	
	(b)		ithidh iad na tha a' fàs ann an gàrraidhean (1) tha mòran thubaistean air na rathaidean (1)	**2**	

Ceist			Freagairt a thathar a' sùileachadh	Làn chomharran	Stiùireadh a bharrachd
8.			Tha e a' cur air adhart diofar dhòighean mar fhuasgladh air a' cheist (1) le bhith togail air na thachair ann an dùthaich eile/coimeas a dhèanamh eadar an suidheachadh an seo agus ann an dùthaich eile (1) Tha e a' feuchainn ri bhith connspaideach (1) Tha e a' toirt air daoine a bhith a' smaoineachadh (1) Tha e a' sealltainn cho èiginneach 's a tha suidheachadh nam fiadh anns a' Ghàidhealtachd (1) le bhith beachdachadh air fuasgladh nach còrdadh ri cuid (1)	**2**	
9.			aon chomharra airson freagairt reusanta a tha air a togail air an earrainn mu dheireadh, m.e. gum feumar barrachd fhiadh a spadadh (1) aon chomharra airson taic a thoirt dhan fhreagairt sin, m.e. tha e/i ag ràdh nach eil fuasgladh freagarrach eile ann (1) tha e follaiseach gu bheil e/i den bheachd gum biodh e ro chonnspaideach am madaidh-allaidh a thoirt a-steach a dh'Alba a-rithist (1)	**2**	

[END OF MARKING INSTRUCTIONS]

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General Marking Principles for Gàidhlig Reading and Writing 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) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language.

(e) Candidates should use their own words as far as possible, unless the candidate is discussing or analysing a quotation.

(f) Other answers can be accepted than those in the Marking Instructions as long as they are relevant and appropriate. We use the term "Freagairt iomchaidh eile" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers.

(g) In the final question candidates should be rewarded for their ability to infer and summarise the ideas of the whole text.

(h) **(i)** For questions that ask candidates simply "**Carson**…", candidates must give a brief, accurate response/name.

(ii) For questions that ask candidates to "**Mìnich**…" or ask "**ciamar**…", candidates must relate cause and effect and/or make relationships between things clear.

(iii) For questions that ask candidates to "**Seall mar a tha...**", candidates must identify features of language and discuss their relationship with the ideas of the passage as a whole. Features of language might include word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on.

(iv) For questions that ask candidates "**Carson, nad bheachd...**", candidates must make a personal judgement based on the text and task.

The following notes are offered to support markers in making judgements on candidates' evidence.

Detailed Marking Instructions for each question

Stiùiridhean Comharrachaidh
Roinn 1 — Leughadh airson Tuigsinn, Mion-Sgrùdadh is Luachadh

Ceist			Freagairt a thathar a' sùileachadh	Làn chomharran	Stiùireadh a bharrachd
1.			A dhà a-mach à: Bhon a bha a chridhe briste/Bha e brònach Bha e airson gum faiceadh Màiri an sanas Bha e an dòchas gum biodh cuideigin deònach a chridhe a chàradh. Aon chomharra an urra airson dhà sam bith de na puingean seo.	**2**	Bu chòir do luchd-ceartachaidh 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.

Ceist			Freagairt a thathar a' sùileachadh	Làn chomharra	Stiùireadh a bharrachd
2.			A trì a-mach à: Tha i an sàs ann an gnothaichean dhaoine eile: "dh'fhaighnich Eilidh Mhoireach a' coimhead thairis air a ghualainn." Bha e a' còrdadh rithe daoine a dhèanamh mì-chofhurtail air beulaibh dhaoine eile "thuirt i a' toirt sùil timcheall gus dèanadh cinnteach gun robh gu leòr de dhaoine ga cluinntinn." Bha ise leatha fhèin san t-saoghal agus, coltach ri Dòmhnall, chaidh a cridhe a bhriseadh uaireigin: "Thachair an aon rud rium fhìn ach fhuair mise seachad air." Bha e a' còrdadh rithe a bhith a' tarraing à daoine a bha ann an suidheachadh doirbh/Tha i bragail na dòigh: "Agus nach eil fhios againn uile gun robh do chridhe briste uaireigin. Thachair an aon rud rium fhìn ach fhuair mise seachad air." Tha i a' toirt a' chreids gu bheil i nas làidire na tha i/ged a tha i beulach, tha i fhèin car lag/cha toigh leatha nuair a bhios cuideigin a' faighinn làmh an uachdair oirre: "chan fhaca e riamh Eilidh a' siubhal cho luath" Aon chomharra an urra airson trì sam bith de na puingean seo.	**3**	

Ceist			Freagairt a thathar a' sùileachadh	Làn chomharra	Stiùireadh a bharrachd
3.			A trì a-mach à: Tha na rudan a mhiannaich i uile ann an seantansan fa-leth/goirid, mar gum biodh i a' dèanamh liosta de rudan a bha a dhìth – mar a bha an liosta a' sìor fhàs agus a' toirt air a bhith ag obrachadh na bu chruaidhe dhi Tha ath-aithris air a chleachdadh leis na faclan "mar a dh'iarr i" airson sealltainn gun robh e a' feuchainn gu math cruaidh ris a h-uile rud a bhiodh a dhìth oirre a thoirt dhi/ gun robh leithid de dh'iarrtasan aice. Tha Dòmhnall a' cur ceist air fhèin: "Dè feum a rinn na goireasan sin?" Tha e a' tuigsinn nach urrainn dha Màiri a thoileachadh ge b' e dè rinn e dhi. Tha cuideam air a chur air na rudan a tha air an ainmeachadh: (taigh, far an robh e agus goireasach). Bha na rudan seo na bu chudromaiche dhi seach an càirdeas a tha eatorra Tha na rudan anns an liosta ag èirigh gu 'àirde': tha "ceistean" ann, an uair sin "teagamhan" gus mu dheireadh tha "briseadh" ann. Aon chomharra an urra airson trì sam bith de na puingean seo.	**3**	Gabhaidh 'dh'iarr i' a chleachdadh mar eisimpleir taghadh-facail

Ceist			Freagairt a thathar a' sùileachadh	Làn chomharra	Stiùireadh a bharrachd
4.			A trì a-mach à: Tha an ìomhaigh mu shaoghal glaiste gu math freagarrach. "saoghal glaiste, saoghal gun dorsan agus cha leigeadh i a-steach e" Bha i ga glasadh fhèin air falbh bhuaithe agus cha robh i a' sealltainn ùidh ann tuilleadh. Tha glainne eatorra. Tha Dòmhnall a' coimhead tro na h-uinneagan air Màiri agus e a' feuchainn ri conaltradh a dhèanamh rithe ach tha a' ghlainne eatorra a' cur bacadh air a' chàirdeas. Le anail Dhòmhnaill air na h-uinneagan, chan fhaiceadh e tromhpa "bha anail gan ceòthadh agus chan fhaiceadh e càil." A-rithist – tha bacadh eile eadar e fhèin agus Màiri agus chan fhaic iad a chèile. Bha fuachd eatarra – "Bhiodh a bhriathran a' reothadh air na glainneachan agus bha iad air an sgrìobhadh ann an deigh air clàr a chuimhne." bha na faclan a' reothadh bho nach robh Màiri airson a bhith ag èisteachd riutha. Tha "reothadh" ag innse dhuinn nach eil feum sam bith anns na faclan/tha an geamhradh air tighinn air a' chàirdeas no gu bheil e marbh. Freagairt iomchaidh sam bith eile Aon chomharra an urra airson trì sam bith de na puingean seo.	**3**	Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh 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 cheist. Tha còir aig oileanaich a bhith a' toirt eismpleir agus a' sealltainn mar a tha e a' toirt taic don phuing aca. Tha stiùireadh air an làimh chlì air na bhitheadh freagarrach mar fhreagairtean (uile airidh air aon phuing).

Ceist			Freagairt a thathar a' sùileachadh	Làn chomharra	Stiùireadh a bharrachd
5.			An dotair – Bha e soilleir nach robh e gu math ach ge b' e dè bha ceàrr, bha e cinnteach às nach b' urrainn do dhotair leigheas a lorg do chridhe briste. Cha b' e rud meidigeach a bh' ann ged a bha e tinn. Màiri – 'S i Màiri an aon tè a th' air "a h-uidheamachadh airson càradh a dhèanamh air a chridhe" – an aon tè aig a bheil comas cuideachadh a thoirt dha. 'S e tinneas a' ghaoil a th' air.	**2**	Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh 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 cheist. Tha còir aig oileanaich a bhith a' toirt eismpleir agus a' sealltainn mar a tha e a' toirt taic don phuing aca. Tha stiùireadh air an làimh chlì air na bhitheadh freagarrach mar fhreagairtean (uile airidh air aon phuing).
6.			Bha briseadh-dùil aige oir cha b' e freagairt ceart a bh' ann mar a dh'iarradh e. Bha e feargach oir bha cuideigin a' tarraing às. Bha e duilich oir b' fheàrr leis nach robh e air tòiseachadh air a' ghnothach.	**3**	Tha còir aig oileanaich a bhith a' sgrìobhadh trì puingean sìos a tha a' toirt geàrr-chunntas slàn seachad. Feumaidh iad a bhith a' taghadh an fhiosrachaidh as cudromaiche gus seo a dhèanamh.
7.			"Nach robh i san aon suidheachadh san robh e fhèin? Bha ise a' fulang cuideachd a dh'aindeoin na thuirt i." – 'S e duine tuigseach a th' ann/tha co-fhaireachdainn aige. "Dè feum a bhiodh ann tarraing aiste? Cha chanadh e bìg." - Cha robh e airson dioghaltas fhaighinn/ cha robh e airson daoine a ghoirteachadh. Freagairt iomchaidh sam bith eile le taic bhon teacsa.	**2**	Feumaidh taic a bhith ann bhon teacsa airson gach puing mun charactar a mhìneachadh.

Ceist			Freagairt a thathar a' sùileachadh	Làn chomharra	Stiùireadh a bharrachd
8.			A dhà a-mach à: "le crith na làimh" – eagal/mì-chinnt/imcheist air dè bha e a' dol a leughadh (ach bha e ag iarraidh a fosgladh aig an aon àm). Rùm a tha dorcha/dìomhair – faclan a' sealltainn gun robh mì-chinnt ann air dè bhiodh na bhroinn "taigh taibhseach" – eagal "mar rùm … taibhseach" samhla a tha a' sealltainn nach gabh a seachnadh "Dorcha dìomhair/taigh taibhseach" – uaim air a chleachdadh airson aire a thoirt air staid inntinn Dhòmhnaill. Aon chomharra an urra airson dhà sam bith de na puingean seo.	**2**	
9.			A dhà a-mach à: ùr – gu bheil toiseach-tòiseachaidh eile dol a bhith aca falamh – cothrom eile, bha e an dòchas a h-uile rud uabhasach a thachair dha a chur air a chùlaibh nuair a thigeadh Màiri/faodaidh iad na duilleagan a lìonadh ann an dòigh sam bith a' fosgladh air a bheulaibh – mar gu bheil e an dàn dha/gun robh i dha-rìribh a' dol a thighinn Aon chomharra an urra airson dhà sam bith de na puingean seo.	**2**	Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh 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 cheist. Tha còir aig oileanaich a bhith a' toirt eismpleir agus a' sealltainn mar a tha e a' toirt taic don phuing aca. Tha stiùireadh air an làimh chlì air na bhitheadh freagarrach mar fhreagairtean (uile airidh air aon phuing).

Ceist			Freagairt a thathar a' sùileachadh	Làn chomharra	Stiùireadh a bharrachd
10.			A trì a-mach à: Cha do bhuail an gaol e mar a bha dùil Bha fios aige nach adhbhraicheadh i ach pian/gum briseadh i a chridhe a-rithist Bha e a' tuigsinn gun robh Màiri dìreach a' cluich leis na faireachdainnean aige Tha e a' tuigsinn nach eil Màiri air atharrachadh Tha fios aige nach cuir Màiri rudan ceart	**3**	
11.			"coltas cho neochiontach bòidheach oirre anns a' ghrèin" - tha Màiri a' coimhead mar aingeal – tha i mar gur e rud sàbhailte, blàth a bh' innte nach dèanadh càil ceàrr, a bheireadh toileachas do Dhòmhnall. "mar chat le luch …… a' cluich le faireachdainnean" – tha an samhla a' sealltainn gu bheil e a' tuigsinn mar a tha i ag obair agus cho cunnartach 's a tha i. "chunnaic e deàrrsadh na sgine fo còta" - tha Dòmhnall den bheachd gun tàinig i airson a mhurt no airson a chridhe a bhriseadh a-rithist.	**2**	

Ceist			Freagairt a thathar a' sùileachadh	Làn chomharra	Stiùireadh a bharrachd
12.			Dh'fhaodadh freagairtean a bhualadh air plot/ìomhaigheachd/structar/ ìoranas no sgilean sgrìobhadh eile Eisimpleirean: - Ise ag iarraidh a-staigh air an doras a-nis mar a bha esan roimhe/"ceò a h-anail air taobh a-muigh" – a-nis 's e an rathad eile a th' ann, na bu tràithe b' ise a bha a-staigh - Brag – fuaimealas gu deimhinne a' sealltainn gu bheil làmh an uachdair a-nis aigesan - Iomradh air an sgian a-rithist mar anns an treas paragraf. Tha i am beachd a leòn a-rithist - Tiotal – ìoranas gun do dh'fhuiling e briseadh cridhe ach tha e a' faighinn seachad air le bhith a' dùnadh an dorais oirre - Tha cearcall san stòiridh b' esan a bha air a ghlasadh a-mach roimhe a-nis 's e Màiri a tha air a glasadh a-mach aig an deireadh	**3**	Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh 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 cheist. Tha còir aig oileanaich a bhith a' toirt eismpleir agus a' sealltainn mar a tha e a' toirt taic don phuing aca. Tha stiùireadh air an làimh chlì air na bhitheadh freagarrach mar fhreagairtean (uile airidh air aon phuing).

Roinn 2 — Leughadh Breithneachail is Sgrìobhadh

General Marking Principles for Higher Gàidhlig 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 specific Marking Instructions Tables for writing.

(a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions tables for writing.

(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) Assessment should be holistic. There may be strengths and weaknesses in the essay; assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall essay.

(d) Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band with the candidate's performance.

(e) Once the appropriate band descriptor has been selected, the assessor should follow this guidance:

- If the evidence almost matches the level above, award the highest available mark from the range.
- If the candidate's work just meets the standard described, award the lowest mark from the range. Otherwise the mark should be awarded from the middle of the range.
- For Band Descriptors of four marks, eg 9-6, assessors should reconsider the candidate's abilities in the six main areas in the column headed "marks". If the candidate just misses a 9, award an 8. If the candidate is slightly above a 6, award a 7.

(f) **(i)** For questions that ask candidates to "**Mìnich**…" or ask "**Ciamar**…", candidates must relate cause and effect and/or make relationships between things clear.

(ii) For questions that ask candidates to "**Seall mar a tha...**", candidates must identify parts, the relationship between them, and their relationships with the whole.

(iii) For questions that ask candidates "**Carson, nad bheachd...**", candidates must make a personal judgement based on the text and task.

The following notes are offered to support markers in making judgements on candidates' evidence.

Marks	20-19	18-16	15-13	12-10	9-6	5-1	0
Knowledge and understanding The candidate demonstrates:	a comprehensive knowledge and understanding of the text a comprehensive selection of textual evidence to support a relevant and coherent argument	a very clear knowledge and understanding of the text very clear textual evidence to support an argument that is clearly focused on the demands of the question	a clear knowledge and understanding of the text clear textual evidence to support the demands of the question	an adequate knowledge and understanding of the text adequate textual evidence to support a line of thought which has some focus on the question	limited evidence of knowledge and understanding of the text limited textual evidence to support focus on the demands of the question	little knowledge and understanding of the text little textual evidence to support focus on the demands of the question	no knowledge of the text and its central concerns no attempt to answer the question and no textual evidence
Analysis The candidate demonstrates:	a comprehensive analysis of the effect of the literary/ linguistic/filmic techniques	a very clear analysis of the effect of the literary/ linguistic/filmic techniques	a clear analysis of the effect of the literary/ linguistic/filmic techniques	an adequate analysis of the effect of the literary/ linguistic/filmic techniques	limited analysis of the effect of the literary/ linguistic/filmic techniques	little analysis of the literary/ linguistic/filmic techniques	no analysis of the literary/ linguistic/filmic techniques
Evaluation The candidate demonstrates:	a committed evaluative stance with respect to the text and the task	a very clear evaluative stance with respect to the text and the task	a clear evaluative stance with respect to the text and the task	adequate evidence of an evaluative stance with respect to the text and the task	limited evidence of an evaluative stance with respect to the text and the task	little evidence of an evaluative stance with respect to the text and the task	no evidence of evaluation

Marks	20-19	18-16	15-13	12-10	9-6	5-1	0
Style and structure The candidate demonstrates:	a close engagement with the task, style and a clear sense of structure	a very good engagement with the task and some style and a good sense of structure	a good engagement with the task and some style and a good sense of structure	some engagement with the task, some structure and an attempt to employ some style in the writing	only a limited engagement with the task, and a limited or inconsistent sense of structure	little engagement with the task and a very limited or no sense of structure	No engagement with the task
Language resource The candidate demonstrates:	a wide range of vocabulary, idiom and language structures	a very good range of vocabulary, idiom and language structures	a good range of vocabulary, idiom and language structures	an appropriate range of vocabulary, idiom and language structures	a limited range of vocabulary, idiom and language structures	a very limited range of vocabulary, idiom and language structures	insufficient vocabulary, idiom and language structures to convey any response
Clarity and accuracy The candidate demonstrates:	a high degree of clarity, fluency and accuracy	a very good degree of clarity, fluency and accuracy	a good degree of clarity, fluency and accuracy	a reasonable degree of clarity, fluency and accuracy	a limited degree of clarity, fluency and accuracy	a very limited degree of clarity, fluency and accuracy	no clarity, fluency and accuracy

[END OF MARKING INSTRUCTIONS]