



National
Qualifications
2016

2016 Gaelic (Learners) Reading
Higher
Finalised Marking Instructions

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General Marking Principles for Higher Gaelic (Learners) 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, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions.
- (d) The marks available in this Paper are as follows:
 - (i) Questions 1-9 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 10 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 11 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.
- (e) For questions that ask candidates to 'state...' or 'give', candidates must give a brief, accurate response/name.
- (f) We use the term –or any other acceptable answerll 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.
- (g) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions for each question

Section 1 - Reading

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.		<ul style="list-style-type: none"> • People have a choice today • Different music and new/unusual hobbies/pastimes 	2	<ul style="list-style-type: none"> • Newer music
2.		<ul style="list-style-type: none"> • Out of date, you would see these events two hundred years ago/Nobody is interested in them these days • Other arts are more important/This culture is diminishing anyway/we should not spend money on them 	2	<ul style="list-style-type: none"> • Less interest in them today • Not waste money on it
3.		<ul style="list-style-type: none"> • Encourage people to find out • About the living heritage of the Celts • Their own/music and language 	2	
4.	(a)	<ul style="list-style-type: none"> • Expected a few hundred from the area 	1	
	(b)	<ul style="list-style-type: none"> • Thousands (were willing) to come from throughout Europe • Pipers and singers and musicians from Scotland, Ireland, Wales, Isle of Man, Cornwall and Spain and throughout Europe <p>(Any 1 from 2)</p>	1	
5.		<ul style="list-style-type: none"> • Art exhibitions • Colourful traditional clothes • Amusing plays funny/comedy • Workshops on language, food and dance • Sports competitions <p>(Any 2 from 5)</p>	2	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
6.		<ul style="list-style-type: none"> • (Often) play the same instruments (such as the bagpipes) • Sing about the same subjects • connected through the (Celtic) languages they speak/strong ties <p>(Any 2 from 3)</p>	2	
7.		<ul style="list-style-type: none"> • the economy gains/Government invests money • (costs involved but) numbers of tourists bring in €8,000,000 to businesses(in the area) • traditional music keeps people in work • The event is growing every year <p>(Any 3 from 4)</p>	3	
8.		<ul style="list-style-type: none"> • Numbers of people taking part in Mòd/Fèis/Traditional Music courses at University rising • Fèis Innse Gall or Fèis Blas raise the profile of our culture here and abroad/creates a higher profile (without reference to the subject) 	2	
9.		<ul style="list-style-type: none"> • Should we <u>give more</u> support to traditional music in Scotland? 	1	<ul style="list-style-type: none"> • Should we continue to support traditional music in Scotland?

Question	Expected Answer(s)	Max Mark	Unacceptable Answers
10.	<p>Cultural: That it is important to society; that people learn about their own culture(Polig Montjarret)/ Musicians and audience gain from connections made at festivals/They have a better understanding of each others' cultures through common interests/Investment aids participation (Fèisean, Mòdan, University)/Raises the profile of our own culture internationally</p> <p>OR</p> <p>Economic: May also accept economic case; Musicians in work/Local businesses gain through tourism/Keeps ordinary people in work/Brings in large amounts of money.</p> <p>Or any other relevant answer</p>	2	

Question	Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
11.				
	"Thug an gnothach orm smaoineachadh cho fortanach 's a tha sinn uile	Made me think how fortunate we all are		
	aig a bheil mion-chànain mar Ghàidhlig na h-Alba no Gàidhlig na h-Èireann no Cuimris.	who have/speak a 'minority language' like (Scottish) Gaelic, Irish (Gaelic) or Welsh.		
	Is dòcha gu bheil cànan nas cumhachdaiche mar Bheurla no Fraingis gar cuairteachadh	Perhaps we have a more powerful language like English or French surrounding us		
	ach tha dualchas sònraichte againn gu h-ionadail	but we have a special local heritage		
	às a bheil sinn moiteil."	and are proud of it.		

[END OF MARKING INSTRUCTIONS]



National
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2016

2016 Gaelic (Learners) Directed Writing

Higher

Finalised Marking Instructions

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General Marking Principles for Higher Gaelic (Learners) Section 2 – Directed Writing

- (a) 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.
- (b) Marks for each candidate response must **always** be assigned in line with these general marking principles and the specific Marking Instructions for the Directed Writing scenario.
- (c) For each of the types of writing (*Directed Writing or Writing*) the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) 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 6.</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.</p> <p>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.</p> <p>It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet point as for the three remaining bullet points, or even about information that is not covered by any of the 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 6.</p>

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> • The content is comprehensive. • All bullet points are addressed fully and some candidates may also provide additional relevant information. 	<ul style="list-style-type: none"> • The language is accurate throughout. 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. • A comprehensive range of verbs is used accurately and tenses are consistent and accurate. • 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. 	<ul style="list-style-type: none"> • The language used is detailed and complex. • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. • A comprehensive range of verbs/verb forms, tenses and constructions is used. • Some modal verbs and infinitives may be used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • Sentences are mainly complex and accurate. • The language flows well.

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

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> • The content is adequate and may be similar to that of an 8. • Bullet points may be addressed adequately however, one of the bullet points may not be addressed. 	<ul style="list-style-type: none"> • 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. • The verbs are generally correct, but basic. • Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • 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). • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses. 	<ul style="list-style-type: none"> • There are some examples of detailed and complex language. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The candidate relies on a limited range of vocabulary and structures. • There is minimal use of adjectives, probably mainly after – “is”. • The candidate has a limited knowledge of plurals. • A limited range of verbs is used to address some of the bullet points. • The candidate copes with the past tense of some verbs. • When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. • Sentences are mainly single clause and may be brief.

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

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

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

[END OF MARKING INSTRUCTIONS]



National
Qualifications
2016

2016 Gaelic (Learners) Listening and Literature

Higher

Finalised Marking Instructions

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General Marking Principles for Gaelic (Learners) 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) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (d) The marks available in this Paper are as follows:
 - (i) Questions (a) - (d) 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 (e) 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.
- (e) For questions that ask candidates to “state...” or “give”, candidates must give a brief, accurate response/name.
- (f) 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.
- (g) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (h) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions for each question

Section 1 - Listening

Item 1

Question		Expected Answer(s)	Max Mark	Unacceptable answer
1.	(a)	<ul style="list-style-type: none"> Household goods Beautiful gifts/presents Personalised cards <p>(Any 1 from 3)</p>	1	
	(b)	<ul style="list-style-type: none"> Pictures by a Scottish artist (accept Scottish photos/pictures) 	1	<ul style="list-style-type: none"> Pictures
	(c)	<ul style="list-style-type: none"> She trained to be a secondary teacher She got a job going round schools in Aberdeen She taught children between the ages of 5-18 She exhibited her art work <p>(Any 2 from 4)</p>	2	<ul style="list-style-type: none"> She trained as a teacher She worked/taught in Aberdeen
	(d)	<ul style="list-style-type: none"> It cost too much/couldn't afford A shop in the city centre (of Inverness)/town 	2	<ul style="list-style-type: none"> It cost a lot

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(e)	<ul style="list-style-type: none"> Magazines and newspapers have <u>shown a great interest in the shop</u> She has appeared in local/national (newspaper) articles/news She won highland business woman of the year <p>(Any 1 from 3)</p>	1	<ul style="list-style-type: none"> She won a prize
	(f)	<ul style="list-style-type: none"> Her business is a great success 	1	
			(8)	

Item 2

Question		Expected Answer(s)	Max Marks	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> Goes round schools throughout Scotland Talks to pupils about opportunities and courses at the College Gives teachers information <p>(Any 2 from 3)</p>	2	<ul style="list-style-type: none"> Talks about college courses
	(b)	<ul style="list-style-type: none"> Many of her family live there 	1	
	(c)	<ul style="list-style-type: none"> Attractive/neat/smart 	1	<ul style="list-style-type: none"> Similar words are acceptable
	(d)	<ul style="list-style-type: none"> To be creative To be diligent/conscientious To work independently/on her own To be professional (to deal with people) <p>(Any 2 from 4)</p>	2	
	(e)	<ul style="list-style-type: none"> She could use her skills in both Gaelic and marketing People in the city could see Gaelic as a living language <p>(Any 1 from 2)</p>	1	
	(f)	<ul style="list-style-type: none"> Variety/mixture of cultures 	1	

Question		Expected Answer (s)	Max Mark	Unacceptable answers
	(g)	<ul style="list-style-type: none"> • Bands playing <u>regularly</u> • Night classes • A range of exercise clubs <p>(Any 2 from 3)</p>	2	<ul style="list-style-type: none"> • Different clubs
	(h)	<ul style="list-style-type: none"> • It would be good to be close • To a sports centre, cinema, (different) restaurants 	2	<ul style="list-style-type: none"> • Restaurant
			(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]