



National
Qualifications
2017

2017 Gaelic (Learners)
Reading and Translation
Advanced Higher
Finalised Marking Instructions

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General marking principles for Advanced Higher Gaelic (Learners): Reading and Translation

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) The first set of questions (worth 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
 - (ii) The last question in section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
 - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 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) 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.

Detailed marking instructions for each question

Section 1 - Reading

Question		Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> • What legacy is left? 	1	
	(b)	<ul style="list-style-type: none"> • <u>More than</u> seven billion was spent on the games • Some think that this contributed to the current financial state of Greece • Many of 36 new sports parks that were built at that time are now lying empty 	3	
	(c)	<ul style="list-style-type: none"> • Glasgow already had many sporting parks • There wasn't such a need to build so many new facilities • Current facilities were renovated/renewed/modernised like Hampden/Celtic park • 6000 new jobs were created • The work added £52m to the city's economy <p>(Any 3 from 5)</p>	3	

Question		Expected answer(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> • New railway station • New roads • New community centre worth £5m • Major renovations on swimming pool <p>(Any 3 from 4)</p>	3	
	(b)	<ul style="list-style-type: none"> • Cyclists previously had to go to England for training • They now have their own facility in Scotland that can also be used for other sports like badminton and athletics 	2	
	(c)	<ul style="list-style-type: none"> • Unemployment/lack of work in the area • So much poverty/deprivation in area 	2	
	(d)	<ul style="list-style-type: none"> • Improve the <u>health</u> of the locals • Improve the <u>lifestyle</u> of the locals 	2	

Question		Expected answer(s)	Max mark	Unacceptable answers
3.	(a)	<ul style="list-style-type: none"> Perhaps not until the next generation 	1	
	(b)	<ul style="list-style-type: none"> She was the youngest ever participant in the games for Scotland 	1	
	(c)	<ul style="list-style-type: none"> New Scottish sport stars have appeared The young people will try to follow in the footsteps of the new stars <u>More</u> young people are playing sport The Scotland team won the most medals ever (winning 53 medals in total) <p>(Any 3 from 4)</p>	3	
	(d)	<ul style="list-style-type: none"> Some of the young people winning medals in future Commonwealth and Olympic Games 	1	
4.		<ul style="list-style-type: none"> That the health and confidence of us all will be improved/better (or similar) 	1	

Question		Expected answer(s)	Max mark	Additional guidance									
5.		<p>Outline of possible answers:</p> <ul style="list-style-type: none"> • This is a discursive article, rather than one that argues for one side or another • We know this because the writer asks non-rhetorical questions on the subject throughout the article and gives an account on both sides of the argument • The writer’s overall purpose is to make the reader contemplate the legacy of the games in Glasgow • His article is written in an enquiring style that makes the reader question the aspects of the subject and to come to own conclusion • The subject matter of the ‘dileab’ is revisited throughout and he does this by informing us of who benefitted by the aftermath of the games and what the future holds for next generation of sporting youngsters • The language used in this article is of a very journalistic nature; vary factual, informative, contemplative and reflective • The use of “ach” at start of paragraph alters one side of the argument to the other • The amount of money that was spent on the Commonwealth Games that contributed greatly to the economy • The new facilities that have been built and renovated • The benefits to the east end of Glasgow • The future generation being inspired and motivated by the success of the Commonwealth Games in Glasgow 	7	<table border="1"> <thead> <tr> <th>Pegged marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 OR 5</td> <td>The candidate provides a clear, concise and reflective answer, drawing inferences that are entirely appropriate, analytical and that demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answers column, or any other equally appropriate response.</td> </tr> <tr> <td>3 OR 1</td> <td>The candidate provides an answer that may contain some degree of misreading, but that offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.</td> </tr> <tr> <td>0</td> <td>The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>	Pegged marks	Criteria	7 OR 5	The candidate provides a clear, concise and reflective answer, drawing inferences that are entirely appropriate, analytical and that demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answers column, or any other equally appropriate response.	3 OR 1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.	0	The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.	
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Section 2 - Translation

Question	Expected answer(s)	Max mark	Additional guidance
6.	<p>Translation</p> <p>Translate the underlined section into English: (lines 28-36)</p> <p><i>" Tha buannachdan eile air . . . airson Alba gu lèir!"</i></p>	20	<p>The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p>1 - Satisfactory: Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English</p> <p>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<i>Tha buannachdan eile air a bhith an cois nan Geamachan.</i>	There are other advantages connected with the Games.	There were other benefits with the games.	
<i>Chaidh baile sònraichte a thogail airson nan lùth-chleasaichean.</i>	A specific/special village was built for the athletes.	A specific village was built.	
<i>Nuair a bha na Geamachan seachad, chaidh na togalaichean sin a dhèanamh nan taighean-còmhnaidh.</i>	When the games were over, the buildings were made into living accommodation/housing.	Those buildings were made in to housing.	
<i>Chaidh seachd ceud taigh ùr a thogail agus ghluais na teaghlaichean a-steach annta tràth ann an 2015.</i>	700 new homes were built and the families moved into them early in 2015.	700 new homes were built.	
<i>Cuideachd, chaidh feum a dhèanamh dhen àirneis a bh' ann am baile nan lùth-chleasaichean.</i>	Also, use was made of the furniture that was in the athlete's village.	Use was made of the furniture.	
<i>Bha còrr is trì fichead mìle pìos àirneis ann agus chaidh an toirt do theaghlaichean air feadh Alba aig an robh feum orra.</i>	There were more than 60,000 pieces of furniture and they were given to families throughout Scotland that needed them.	More than 60,000 pieces of furniture were given to families.	

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<i>Ach tha e duilich luach a chur air cuid de rudan.</i>	But it is difficult to put a value on some things.	It was difficult to place a value.	
<i>Bha mu bhillean gu leth neach a' coimhead nan Geamachan air an telebhisean.</i>	Around 1.5 billion people watched the games on television.	1.5 billion people watched the games on television.	
<i>Dè an luach a ghabhas a chur air an sin a thaobh sanasachd?</i>	What value can be put on this regarding advertising?	How can we place a value on this?	
<i>Chan ann a-mhàin airson Glaschu ach airson Alba gu lèir!</i>	Not only for Glasgow but for Scotland as a whole!	For Scotland as a whole.	

[END OF MARKING INSTRUCTIONS]



National
Qualifications
2017

2017 Gaelic (Learners)
Listening and Discursive Writing
Advanced Higher
Finalised Marking Instructions

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General marking principles for Advanced Higher Gaelic (Learners) 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.
- (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 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.

Detailed marking instructions for each question - Listening

Item 1

Question		Expected answer (s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> • Get away from usual thing • See new places 	2	
	(b)	<ul style="list-style-type: none"> • Up to <u>nine percent</u> of Scottish jobs depend on tourism 	1	
	(c)	<ul style="list-style-type: none"> • They don't have much money to go on holiday • This affects their decision on where they will go on holiday • How long they will be away for <p>(Any 2 from 3)</p>	2	
	(d)	(i) <ul style="list-style-type: none"> • Many Scots now stay in Scotland rather than going abroad • Many families go on short breaks 	2	
		(ii) <ul style="list-style-type: none"> • City dwellers may go to <u>the country to get away from the bustle of the city/hobbies</u> • Islanders may be <u>drawn to the shops and facilities of the city</u> 	2	
	(e)	<ul style="list-style-type: none"> • Hotels offer lower prices for rooms when they are not busy 	1	

Item 2

Question		Expected answer (s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> Why is tourism so strong in Scotland? 	1	
	(b)	<ul style="list-style-type: none"> Scotland has a strong reputation across the world for tourism Scotland has much to offer Scotland is quite small and tourists can travel from south to north in a short time Tourists can then get a taste of the cities and islands <p>(Any 3 from 4)</p>	3	
	(c)	<ul style="list-style-type: none"> The number of people coming to Scotland has gone up/ increased 	1	
	(d) (i)	<ul style="list-style-type: none"> Many are coming from Asia Countries from the East 	2	

Question		Expected answer (s)	Max mark	Unacceptable answers
	(ii)	<ul style="list-style-type: none"> • <u>Historical</u> castles • Many films, such as 'Brave', have brought Scotland to the attention of the world • Effective marketing <p>(Any 1 from 3)</p>	1	
(e)	(i)	<ul style="list-style-type: none"> • <u>Lewis and Harris</u> were named the best islands in Europe 	1	Western Isles
	(ii)	<ul style="list-style-type: none"> • Lovely views/scenery • Beautiful <u>clean</u> beaches • Luxury accommodation (or similar) • Different way of life <p>(Any 3 from 4)</p>	3	
(f)	(i)	<ul style="list-style-type: none"> • The weather is not so good (or similar) 	1	
	(ii)	<ul style="list-style-type: none"> • It is not as hot as Spain • The beaches in Spain are busier • There is not enough space to lie down on beaches in Spain • In the Western Isles you could get a beach to yourself <p>(Any 3 from 4)</p>	3	
(g)	(i)	<ul style="list-style-type: none"> • Annual Edinburgh festival/the fringe • Large/major sporting events • International piping competitions in August 	3	Sports in Scotland
	(ii)	<ul style="list-style-type: none"> • Book/organise a holiday in Scotland 	1	

General marking principles for Advanced Higher Gaelic (Learners) Discursive 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) 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) 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.
Three main aspects of the piece of writing should be considered:
 - (i) Content
 - (ii) Accuracy
 - (iii) Language resource - variety, range, structures
- (d) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
 - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
 - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available
- (e) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (g) Candidates are instructed to write 250-300 words. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.

Detailed marking instructions - Discursive Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 OR 36	<ul style="list-style-type: none"> • The essay is well structured and all aspects are relevant to the title • The topic is addressed fully, in a balanced way • Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally. 	<ul style="list-style-type: none"> • The language is characterised by a high degree of accuracy and may show some flair • 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 spelling • Some minor errors need not detract from the overall very good impression. 	<ul style="list-style-type: none"> • The language used is mostly complex and sophisticated • There is a wide range of structures and vocabulary appropriate to advanced higher • There is a comprehensive range of verbs/verb forms and tenses • There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order • There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing • The language flows well and ideas and opinions are expressed effectively.

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> • The essay has a good sense of structure and most aspects are relevant to the title • The topic is addressed well • The content is clear and well thought out. 	<ul style="list-style-type: none"> • The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to advanced higher • A range of verbs is used accurately and tenses are generally consistent and accurate • Other parts of speech are used accurately • There are few serious errors in spelling and/or punctuation. 	<ul style="list-style-type: none"> • The language used is generally complex and sophisticated • Contains a good range of vocabulary and structures appropriate to advanced higher • The candidate uses a good range of verbs/verb forms and tenses • There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing • Ideas and opinions are expressed effectively.
24 or 20	<ul style="list-style-type: none"> • The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear. 	<ul style="list-style-type: none"> • The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful • The verbs are generally correct, but the range of verbs and tenses is limited • Spelling and punctuation are generally correct but there may be a few errors in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/ plural confusion • 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 complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to advanced higher • There is a limited range of verbs/verb forms and tenses • There are some successful attempts to use co-ordinating conjunctions and subordinate clauses. • Ideas and opinions are expressed adequately • There is some dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 22	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph. 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • Although basic structures are used accurately, control of the language structure at times deteriorates significantly • There are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. Several errors are serious • Overall there is more incorrect than correct. 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a limited range of vocabulary and/or structures appropriate to advanced higher • There is inconsistency in the use of verbs/verb forms and tenses • There are few successful attempts to use co-ordinating conjunctions and subordinate clauses • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> • The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited. 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure • Most of the verbs are incorrect. There is little evidence of tense control • Most basic structures are not used accurately and control of the language structure generally deteriorates significantly • There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct. 	<ul style="list-style-type: none"> • There is little use, if any, of complex and sophisticated language • The essay contains a very limited range of vocabulary and structures appropriate to advanced higher • The candidate may not cope with more than one or two basic verbs/verb forms and tenses • Some sentences may not be understood by a sympathetic native speaker • There are examples of mother tongue interference and serious dictionary misuse.
0	<ul style="list-style-type: none"> • The essay is unstructured and/or irrelevant • The candidate is unable to address the topic. 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • Very few words are written correctly in the modern language. 	<ul style="list-style-type: none"> • There is no evidence of complex and sophisticated language • There may be several examples of mother tongue interference • Very little is intelligible to a sympathetic native speaker • There may be several examples of serious dictionary misuse.

[END OF MARKING INSTRUCTIONS]