



National
Qualifications
2017

Gàidhlig

Practical Criticism

Advanced Higher

Finalised Marking Instructions

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General marking principles for Advanced Higher Gàidhlig: Practical Criticism

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 use their own words as far as possible, unless the candidate is discussing or analysing a quotation. Where a candidate merely re-writes sections of the text with no supporting analysis or comment, no marks should be awarded.
- (e) Other answers can be accepted than those in the marking instructions as long as they are relevant and appropriate. We use the term “No freagairt sam bith eile a tha ionchaidh” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers.
- (f)
 - (i) For questions that ask candidates to “Minich...” 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 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.
 - (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.

Stiùiridhean Comharrachaidh

Teacsa 1 - Neo-fhicsean: Rosg

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
1.		<p>Tha spèis aige dhan lagha - 'Chan eil e a' cur an lagh ann an suarachas'.</p> <p>Chan eil e a' leantainn an lagh a thaobh astair gu mionaideach mura h-eil e ag adhbharachadh cunnart.</p> <p>Tha an lagh ann an dubh agus geal ach tha e a' faireachdainn gum bu chòir dhan lagh a bhith sùbailte gu ìre air choreigin.</p>	2	Aon chomharra an urra airson dhà de na freagairtean seo.
2.		<p>Tha iad a cheart cho cunnartach no nas miosa na an fheadhainn a tha a' dol ro luath.</p> <p>Tha iad a' cur bacadh air feadhainn eile agus mar sin tha na dràibhearan air an cùlaibh a' feuchainn ri faighinn seachad orra nuair nach eil e sàbhailte agus tha sin ag adhbhrachadh thubaistean.</p> <p>Tha e den bheachd gum bu chòir dhaibh a bhith air am peanasachadh.</p>	2	

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
3.		<p>Bha e a' feuchainn ris an lagh a leantainn.</p> <p>Bha fhios aige gun robh an rathad fo sgrùdadh mionaideach nan camara a-nis.</p> <p>Nan deigheadh a ghlacadh gum biodh càin air a chur air agus chan fhaigheadh e às leis.</p>	2	Aon chomharra an urra airson dhà de na freagairtean seo.
4.		<p>Airson sealltainn gu bheil amannan ann nuair a tha e den bheachd gu bheil an lagh ro theann.</p> <p>Gu bheil e a' faireachdainn gum faodadh dràibhearan a tha an ìre mhath neo-chiontach a bhith air am peanasachadh gu cruaidh.</p>	2	

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
5.		<p>Brìgh :</p> <p>Tha an camara dìreach a' gabhail ri fiosrachadh/firinn na cùise/a' sealltainn dè cho luath 's a bha an càr a' dol nuair a ghlacadh an dealbh/Chan urrainn dhaibh gabhail ri argamaid no leisgeulan air a' chùis/dad atharrachadh às dèidh làimh. Tha an dràibhear ciontach gun robh e a' dol ro luath.</p> <p>Stoidhle :</p> <p>Tha e a' dèanamh puing a tha rudeigin trom ann an dòigh caran àbhachdach/aotrom.</p> <p>Tha e a' cleachdadh pearsanachadh/ioranas ann a bhith a' beachdachadh air inneal aig nach eil co-fhaireachdainn.</p> <p>Tha e a' ceangal ris an fheallsanachd a bha aige aig an toiseach gum bu chòir sùbailteachd a bhith anns an lagh ach tha e soilleir bhon abairt gu bheil a h-uile càil 'dubh no geal'.</p>	2	<p>Aon chomharra an urra airson dhà de na freagairtean seo.</p> <p>Feumar bualadh air an dà chuid brìgh agus stoidhle.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p>
6.		<p>Tha na camarathan a' cur bacadh air daoine/mì-ghoireasach/neo-thròcaireach.</p> <p>ach</p> <p>bidh iad a' gearradh sìos air an àireamh de dhaoine a tha a' bàsachadh ann an tubaistean agus mar sin feumar gabhail riutha.</p>	2	

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
7.	<ul style="list-style-type: none"> • Le bhith a' cleachdadh eisimpleirean pearsanta nuair a tha e a' breithneachadh air a' chùis me 'thar faisg air leth-cheud bliadhna de dhràibheadh'. • Le bhith a' cleachdadh clisg-phùingeann airson tòna aotrom le fealla-dhà a chruthachadh airson cuspair trom a libhrigeadh. • Le bhith a' togail co-fhaireachdainn le cuid de dhràibhearan nach eil a' cumail ris an ìre-astair air an rathad -Tha e ' coimhead air daoine a chaidh a ghlacadh gun a bhith a' dèanamh mòran ceàrr mar 'truaghan'. • Le bhith a' cleachdadh ghnàthasan-cainnt mar rud eadar ciall agus caothach a bheir air an leughadair smaoineachadh nas doimhne air na tha e a' ciallachadh. • Le bhith a' cur cheistean air an leughadair/ceistean nach fheum freagairt agus a bheir oirnn aontachadh ris Ach saoil dè thachradh nam biodh truaghan air choreigin dol a shiubhal na ceud mìle eadar Inbhir Nis is Peairt ro luath? • Tha e gu math onarach nuair a tha e ag ràdh gu bheil e a' briseadh an lagh agus a' toirt air an leughadair a bhith a' cur suim na bheachd. 	3	<p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> <p>Thathar an dùil gum bi oileanaich a' cleachdadh eisimpleirean agus/no a' toirt fianais airson nam puingeann aca.</p>

Teacsa 2 - Fhicsean: Bàrdachd

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
1.		<ul style="list-style-type: none"> • Daoine a tha air a bhith a' gluasad bho àite gu àite (<i>mus do dh'fhàg iad an dachaigh as ùir' aca</i>). • luchd-siridh comraich/fogarraich/in-imrich a tha anis a' fuireach ann an Glaschu (daoine a thig gus fuireach nar measg sa bhaile seo). • Daoine à taobh an ear na Roinn-Eòrpa (bha iad roimhe '<i>thall air iomall eile na Roinn-Eòrpa</i>'). 	2	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Aon chomharra airson iomradh air na daoine agus aon chomharra airson fianais.</p>
2.		<ul style="list-style-type: none"> • truas/duilich air an son - tha am bàrd a' beachdachadh air na breugan a chaidh innse dhaibh mus tàinig iad. • nàire - gu bheil na daoine seo air briseadh-dùil fhaighinn 's cha robh cùisean mar a chaidh innse dhaibh/gur e am baile aigesan nach eil a' toirt fàilte dhaibh. • fearg - mar a tha ceist air a cleachdadh aig an toiseach, ''N e seo an fhàilt' ...'. 	2	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Aon chomharra an urra airson dhà de na freagairtean seo.</p>

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
3.		<ul style="list-style-type: none"> • Mur a b' e na breugan (a bha làn dòchais agus bòidhchead), cha bhiodh an fhìrinn mar deidhinn cho dorcha./Tha na breugan (a bha cho tarraingeach) a' cur solas air an fhìrinn a tha cho mì-chaillear. • 'S iad na breugan a tha a' toirt sealladh dhuinn air cho dùinte agus fuar 's a tha sinn dha feadhainn a thig a dh'fhuireach nar baile/nar dùthaich. • Tha cliù aig Glaschu a bhith mar àite fosgailte agus càirdeil - far an tèid fàilt' a chur air gach aon duine - ach tha am bàrd a' dol gu tur an aghaidh seo. 	2	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Aon chomharra an urra airson dhà de na freagairtean seo.</p>
4.		<ul style="list-style-type: none"> • Tha iad ann an droch thaigheadas, ann an clobhsan gun fhasgadh bhon t-side (<i>na clobhsan a tha fosgailt' don t-side</i>). • Tha sinn a' faicinn anns an t-sreath mu dheireadh gu bheil gach dòchas a bh' aca air a bhriseadh (<i>an dìle a' sior dhòrtadh</i>). • Tha iad air an cur air leth bho chàch, far nach fhaic a' mhòr-chuid iad (<i>tha mise air na clobhsan fhaicinn</i>) - <i>tha am bard eòlach air an t-suidheachadh ach chan eil a h-uile duine.</i> 	2	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Aon chomharra an urra airson dhà de na freagairtean seo.</p>

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
5.	<ul style="list-style-type: none"> • Tha an sgrìobhadair a' cleachdadh ceist aig deireadh an dàrna loidhne anns na ciad trì rannan. Tha na ceistean a' toirt air an leughadair a bhith a' beachdachadh air freagairtean dha na ceistean agus, le bhith a' dèanamh seo, tha e air a tharraing a-steach dha brìgh an dàin. • Tha seantansan agus ceistean a' ruith eadar na rannan. Tha seo a' toirt air an leughadair a bhith a' leughadh nas fhaiceallaiche agus a bhith ga leughadh barrachd air aon turas. Mar sin, tha aig an leughadair ri beachdachadh nas mionaidiche a dhèanamh air cuspairean an dàin. • Tha coimeas ann eadar na breugan anns na ciad trì rannan agus an fhìrinn san rann mu dheireadh, agus tha seo a' daingneachadh a' bhlais sheirbh ann an tònna na bàrdachd. • Tha cuideam air a chur air an fhacal aig toiseach rann 4 'fhèin' gus an leughadair a chuireachadh airson an t-suidheachaidh. • Tha am bàrd a' cleachdadh structar riaghailteach sa phios le 11 lidean anns a' chiad loidhne de gach rann, mar eisimpleir, agus tha seo a' toirt ruitheam agus buille air a' bhàrdachd. 	3	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> <p>Dh'fhaodadh freagairt ceart simplidh aon chomharra fhaighinn le freagairt a tha nas fharsainge, mionaideach le deagh fhianais agus mìneachadh a bhith airidh air 's dòcha suas gu 2 chomharra.</p> <p>Ann a bhith a' ceartachadh na ceist seo feumaidh oileanaich a bhith a' sealltainn a' bheachd aca air an structar agus dè cho èifeachdach 's a tha e.</p>

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
6.		<ul style="list-style-type: none"> Tha am bàrd a' cleachdadh uaim gu h-èifeachdach - <u>baile</u> far a bheil <u>blàthas</u>, <u>bòidhchead</u> 's <u>beartas</u> / 'S iad na <u>breugan</u>. Tha <u>blàthas</u>, <u>bòidhchead</u> 's <u>beartas</u> ceangailte a thaobh ciall (nithean a tha na daoine seo a' sireadh) agus tha e iomchaidh gum biodh iad, mar sin, ceangailte le uaim. Tha na faclan aig toiseach agus crìoch na h-abairt seo ceangailte cuideachd - tha na chuala iad mun <u>baile</u> breugach. Tha am bàrd a' cur samhla cumhachdach gu feum aig deireadh an dàin - <i>an dìle / a' sìor dhòrtadh mar dheuran dhaoine cloinne</i>. Tha an dàn a' toirt dealbh dhuinn air na daoine ann an droch thaigheadas is iad ann an clobhsan gun fhasgadh bhon uisge throm. Tha coimeas air a dhèanamh eadar an dìle agus deuran chloinne - ag innse dhuinn mu bhròn nan daoine seo. Taghadh facail: 'mise'. Tha am bàrd air an suidheachadh air a bheil e a-mach fhaicinn le a shùilean fhèin. Mar sin, tha barrachd ùghdarrais a' tighinn an cois na teachdaireachd aige/Tha faireachdainnean a' bhàird air an gluasad - tha ciont pearsanta a' bhàird ag èirigh às an dàn. Taghadh facail: 'sinn' agus 'mur deidhinn fhèin'. Tha am bàrd a' coireachadh an leughadair, a bharrachd air fhèin, airson an t-suidheachaidh. 	2	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Feumar bualadh air dà sgil eadar-dhealaichte.</p> <p>Aon chomharra an urra airson dhà de na freagairtean seo.</p>

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
7.	<p>Eisimpleirean:</p> <ul style="list-style-type: none"> • Tha e a' toirt air an leughadair a bhith a' ceasnachadh a bheil cùisean dha-rìribh cho dona airson daoine a thig a Ghlaschu 's a tha am bàrd a' cumail a-mach. • Tha e a' toirt air an leughadair a bhith a' beachdachadh air cho fosgailte 's a tha Alba ann a bhith a' cur fàilte air daoine (gu h-àraid an fheadhainn a tha ann an cruaidh-chàs) a thig dhan dùthaich seo. • Tha nàire air an leughadair gu bheil Alba cho truagh ann a bhith a' cur fàilte air daoine (gu h-àraid an fheadhainn a tha ann an cruaidh-chàs) a thig a dh'fhuireach an seo. • Thathas a' faireachdainn gu bheil am bàrd a' feuchainn ri am beachd poilitigeach aige fhèin a sparradh air an leughadair, le bhith a' toirt dhuinn dealbh gu math aona-taobhach air an t-suidheachadh. 	2	<p>No freagairt sam bith eile a tha iomchaidh.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> <p>Thèid comharraidhean a thoirt seachad a rèir mar a tha taic agus breithneachadh ag obair còmhla.</p> <p>Aon chomharra an urra airson dhà de na freagairtean seo.</p>

[END OF MARKING INSTRUCTIONS]



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Gàidhlig

Literature and Writing

Advanced Higher

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General marking principles for Advanced Higher Gàidhlig: 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) 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) Markers should take into consideration the suitability of the text(s) chosen by the candidate, which should be complex and sophisticated. Depending on the candidate's approach and depth of analysis, some texts may be self-penalising.
- (e) 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.
- (f) 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.
- (g) Once the appropriate band descriptor has been selected, the assessor should follow this guidance:
 - If the evidence fully meets the standard described, 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, where applicable, the mark should be awarded the middle mark in the range. Where there is no evidence relevant to the task, award a mark of 0.

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

Stiùiridhean Comharrachaidh
Roinn 1: Litreachas

Marks		20-19	18-16	15-13	12-10	9-7	6-4	3-1
Litreachas	Knowledge and understanding The candidate demonstrates:	a comprehensive knowledge and understanding of the text(s)	a very clear knowledge and understanding of the text(s)	a clear knowledge and understanding of the text(s)	an adequate knowledge and understanding of the text(s)	insufficient or inconsistent evidence of knowledge and understanding of the text(s)	limited evidence of knowledge and understanding of the text(s)	little knowledge and understanding of the text(s)
		a comprehensive selection of textual evidence to support a relevant and coherent argument	very clear textual evidence to support an argument that is clearly focused on the demands of the question	clear textual evidence to support the demands of the question	adequate textual evidence to support a line of thought which has some focus on the question	insufficient or partially irrelevant use of textual evidence to support focus on the demands of the question	limited textual evidence which leads to little focus on the demands of the question	very limited textual evidence which leads to little or no focus on the demands of the question
	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 or no analysis of the effect of the literary/linguistic/filmic techniques, focusing mainly on content	no analysis of the literary/linguistic/filmic techniques, focusing only on content
Evaluation The candidate demonstrates:	a committed evaluative stance with respect to the text(s) and the task	a very clear evaluative stance with respect to the text(s) and the task	a clear evaluative stance with respect to the text(s) and the task	adequate evidence of an evaluative stance with respect to the text(s) and the tasks	insufficient evidence of an evaluative stance with respect to the text(s) and the task	limited evidence of an evaluative stance with respect to the text(s), and the task, focusing mainly on content	no evidence of an evaluative stance with respect to the text(s) and the task, focusing only on content	

General marking principles for Advanced 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 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) Markers should take into consideration the form and style of the language used by the candidate, as appropriate to genre.
- (e) 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.
- (f) 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.
- (g) Once the appropriate band descriptor has been selected, the assessor should follow this guidance:
 - If the evidence fully meets the standard described, 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, where applicable, the mark should be awarded the middle mark in the range. Where there is no evidence relevant to the task, award a mark of 0.

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

Stiùiridhean Comharrachaidh
ROINN 2: Sgrìobhadh

	Marks	20-19	18-16	15-13	12-10	9-7	6-4	3-1
Sgrìobhadh	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 an insufficient sense of structure	little engagement with the task or a limited sense of structure	little engagement with the task and a very limited or no sense of structure
	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	insufficient vocabulary, idiom and/or language structures to convey meaning consistently	a limited range of vocabulary, idiom and language structures	a very limited range of vocabulary, idiom and language structures
	Clarity and accuracy The candidate demonstrates:	a high degree of clarity, fluency and accuracy, consistently achieving effective and immediate communication	a very good degree of clarity, fluency and accuracy, achieving effective and immediate communication	a good degree of clarity, fluency and accuracy, achieving effective communication	a reasonable degree of clarity, fluency and accuracy, achieving communication, even where some parts may not be immediately clear	an insufficient degree of clarity, fluency and accuracy to achieve communication consistently and clearly	a limited degree of clarity, fluency and accuracy, which may impede communication in places	a very limited degree of clarity, fluency and accuracy, which frequently impedes communication

[END OF MARKING INSTRUCTIONS]