



National
Qualifications
2017

2017 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. 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 18 marks in total) requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-3 marks.
 - (ii) The penultimate question is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged marks (2/1/0) and associated commentary are available with further guidance in the appropriate section of the marking instructions for Reading which forms part of this document.
 - (iii) The last question is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) 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

Reading

| Question | | | Expected answer(s) | Max mark | Unacceptable answers |
|----------|-----|--|---|----------|----------------------|
| 1. | | | <ul style="list-style-type: none"> They are striving to keep up with changes in their jobs/work | 1 | |
| 2. | | | <ul style="list-style-type: none"> More and more are choosing languages They understand that languages help them to find work (especially in business and tourism) | 2 | |
| 3. | (a) | | <ul style="list-style-type: none"> The internet brings us closer together Our school has a link with a school in Scotland Many of our pupils have family who came from the highlands They use technology to gain an understanding of this <p>(Any 3 from 4)</p> | 3 | |
| | (b) | | <ul style="list-style-type: none"> Pupils can find useful materials at <u>any time/place</u> Children make good progress with languages when they use computers or mobile phones | 2 | |

| Question | | Expected answer(s) | Max mark | Unacceptable answers |
|----------|-----|---|----------|----------------------|
| 4. | (a) | <ul style="list-style-type: none"> • That they are learning in a way that suits them • That they are making progress | 2 | |
| | (b) | <ul style="list-style-type: none"> • <u>Meeting</u> people and <u>talking/speaking</u> to them | 1 | |
| 5. | | <ul style="list-style-type: none"> • How they got involved in a learners' class • They had fun working on Gaelic drama with the Scottish pupils • It gave them confidence with their conversation skills | 3 | |
| 6. | | <ul style="list-style-type: none"> • The classes were delivered through the medium of Gaelic/They only have learners classes in Canada | 1 | |
| 7. | | <ul style="list-style-type: none"> • He was (greatly) surprised in a Biology class with 12 pupils (accept 'dozen') • He had never seen a group of pupils talking Gaelic naturally in a situation like that. • There are more teachers with Gaelic in this school than they have in Cape Breton • He noticed that Gaelic was spoken throughout the school • Even the janitors and the cleaners spoke Gaelic <p>(Any 2 from 5)</p> | 2 | |
| 8. | | <ul style="list-style-type: none"> • If she has children she wants them to go to a school where they can learn through the medium of Gaelic | 1 | |

| Question | | Expected answer(s) | Max mark | Additional guidance | | | | | | | | |
|----------|---|---|----------|--|-------|------------|---|---|---|--|---|---|
| 9. | | <p>Markers should use their own professional judgement but likely answers include:</p> <ul style="list-style-type: none"> • Educational magazine because it deals with the issues of using technology in the classroom/learning a language (+ examples from text) • Literature about Gaelic Medium Education (+ examples from text) • A website about language learning/using technology in the classroom (+ examples from text) • A teenage magazine/blog to encourage language uptake • Newspaper article - because of the quotes made throughout the passage as is they were interviewed “thuir an sgoilear...” • Or any other appropriate answer with reference to the text | 2 | <p>A mark of 2, 1 or 0 will be awarded for this question. Markers should follow this advice:</p> <table border="1"> <thead> <tr> <th>Marks</th> <th>Commentary</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “expected response” column.</td> </tr> <tr> <td>1</td> <td>The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.</td> </tr> <tr> <td>0</td> <td>The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.</td> </tr> </tbody> </table> | Marks | Commentary | 2 | The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “expected response” column. | 1 | The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification. | 0 | The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions. |
| Marks | Commentary | | | | | | | | | | | |
| 2 | The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the “expected response” column. | | | | | | | | | | | |
| 1 | The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification. | | | | | | | | | | | |
| 0 | The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions. | | | | | | | | | | | |

| Question | | Expected answer(s) | Max mark | Additional guidance |
|----------|--|--|----------|---|
| 10. | | <p>Translation</p> <p><i>Chòrd e rium gu robh postairean grinn Gàidhlig air na ballachan. Tha mi cinnteach gu bheil seo uile a' dèanamh feum do na sgoilearan. Bidh iad a' faireachdainn gu bheil Gàidhlig cudromach dhan choimhearsnachd aca agus gur e rud nàdarrach a th' ann a bhith a' conaltradh leatha. 'S e deagh rud a th' ann dha-rìribh.</i></p> | 10 | <p>The translation into English is allocated 10 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 marks | SATISFACTORY 1 mark | UNSATISFACTORY 0 marks |
|---|--|------------------------------------|----------------------------|
| Unit 1 Chòrd e rium gu robh postairean grinn Gàidhlig air na ballachan | I enjoyed that there were fine/pretty (or similar) Gaelic posters on the walls | | I liked the Gaelic posters |
| Unit 2 Tha mi cinnteach gu bheil seo uile a' dèanamh feum do na sgoilearan. | I am certain that this all helps/is useful/for the pupils. | This helps the pupils. | |
| Unit 3 Bidh iad a' faireachdainn gu bheil Gàidhlig cudromach dhan choimhearsnachd aca, | They will feel that Gaelic is important to their community/neighbourhood | They feel that Gaelic is important | |
| Unit 4 agus gur e rud nàdarrach a th' ann a bhith a' conaltradh leatha. | and that it is natural to communicate with it. | and in natural conversation | |
| Unit 5 'S e deagh rud a th' ann dha-rìribh. | It is good thing indeed. | | Good things will happen |

[END OF MARKING INSTRUCTIONS]



National
Qualifications
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2017 Gaelic (Learners)
Directed Writing
Higher
Finalised Marking Instructions

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General marking principles for Higher Gaelic (Learners) Directed Writing

This information is provided to help you understand the general principles that 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) Candidates will write a piece of extended writing in Gaelic (Learners) 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
- (d) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (e) 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.
- (g) 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 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 - or even about information that is not covered by any of the bullet points- as for the three remaining bullet points. In such cases, the lower mark being considered should be awarded</p> |
| <p>The marker is having great difficulty in deciding whether the writing is good enough to pass</p> | <p>It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing</p> |
| <p>The directed writing, from the point of view of content, looks as if it belongs in a top category, but contains some possibly serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures</p> | <p>This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 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 in all four bullets. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression • 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 • 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 | <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 • Bullet points may be addressed in a limited way <p>OR</p> <ul style="list-style-type: none"> • 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 mother tongue 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 |
| 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 mother tongue 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]



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2017 Gaelic (Learners)
Listening and Literature
Higher
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General marking principles for 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.

Marking instructions for each question

Section 1 - Listening

Item 1

| Question | | Expected answer (s) | Max mark | Unacceptable answers |
|----------|-----|---|----------|----------------------|
| 1. | (a) | <ul style="list-style-type: none"> • (The band is) from the Isle of Skye | 1 | |
| | (b) | <ul style="list-style-type: none"> • They started teaching (at the Feis) | 1 | |
| | (c) | <ul style="list-style-type: none"> • They <u>get together/met</u> to play music | 1 | Played music |
| | (d) | <ul style="list-style-type: none"> • They prefer it/favourite • They mix it with Scottish traditional music • Many people enjoy this music <p>(Any 2 of 3)</p> | 2 | |
| | (e) | <ul style="list-style-type: none"> • The band was formed/started • They started playing at ceilidhs <u>in the area/Skye</u> | 2 | Played at ceilidh |
| | (f) | <ul style="list-style-type: none"> • They work <u>part time</u> as a band • They play as a hobby/pastime <p>(Any 1 of 2)</p> | 1 | |

Item 2

| Question | | Expected answer (s) | Max mark | Unacceptable answers |
|----------|-----|--|----------|---------------------------------|
| 2. | (a) | <ul style="list-style-type: none"> About 1000 people in 1996 About 18,000 in 2016 | 2 | Numbers have gone up every year |
| | (b) | <ul style="list-style-type: none"> Many famous bands play at the festival There are <u>opportunities</u> for new musicians/bands 40 singers/performers and (play in the two main stages) <p>(Any 2 from 3)</p> | 2 | |
| | (c) | <ul style="list-style-type: none"> They won the prize for the best band/or at the Scottish Traditional Music Awards | 1 | Best singers |
| | (d) | <ul style="list-style-type: none"> They <u>really</u> enjoy it (or similar) It feels like coming home | 2 | |
| | (e) | <ul style="list-style-type: none"> It puts/contributes <u>more than</u> £1 million to the economy Hotels, places to stay (accept 'accommodation'), shops and restaurants benefit (at least 3 out of 4) <p>(Any 1 from 2)</p> | 1 | |
| | (f) | <ul style="list-style-type: none"> <u>In front of</u> Lew(i)s Castle | 1 | In Lewis castle |
| | (g) | <ul style="list-style-type: none"> Go to see some of the beautiful sights/views in Lewis | 1 | |
| | (h) | <ul style="list-style-type: none"> (Prizes for the) best pictures/picture of someone wearing a festival t-shirt In an interesting location | 2 | In a strange location |

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]