



National
Qualifications
2017

**2017 Gàidhlig
Leughadh
Higher
Finalised Marking Instructions**

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General marking principles for Higher Gàidhlig 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) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language.
- (e) Candidates should use their own words as far as possible, unless the candidate is discussing or analysing a quotation.
- (f) Other answers can be accepted than those in the marking instructions as long as they are relevant and appropriate. We use the term "Freagairt iomchaidh eile" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers.
- (g) In the final question candidates should be rewarded for their ability to infer and summarise the ideas of the whole text.
- (h)
 - (i) For questions that ask candidates simply "Carson...", candidates must give a brief, accurate response/name.
 - (ii) For questions that ask candidates to "Minich..." or ask "ciamar...", candidates must relate cause and effect and/or make relationships between things clear.
 - (iii) For questions that ask candidates to "Seall mar a tha...", candidates must identify features of language and discuss their relationship with the ideas of the passage as a whole. Features of language might include word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on.
 - (iv) For questions that ask candidates "Carson, nad bheachd...", candidates must make a personal judgement based on the text and task.

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

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
1.		<p>A dhà a-mach à:</p> <ul style="list-style-type: none"> • Tha a h-uile càil sàmhach timcheall air. • Tha suidheachadh mì-nàdarra ann/tha atharrachadh air tighinn air an àite. • Tha an duine air tighinn às an uaimh anns an robh e airson greis mhath/far am feumadh e fuireach. • Tha an duine a' sreap suas agus a' coimhead mun cuairt agus a' faicinn a' chuain a' deàlradh/ a' faireachdainn na grèine air cùl amhaich. 	2	Bu chòir do luchd-ceartachaidh a bhith a' cleachdadh am breithneachadh proifeiseanta, an eòlas agus am fiosrachadh air a' chuspair agus an tuigse gus comharraidhean a thoirt seachad airson freagairtean nan oileanach.

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
2.	<p>A trì a-mach à:</p> <ul style="list-style-type: none"> • Structar-seantans • “Aig a chasan, bha mu dhusan faoileig. Marbh.” Tha am facal marbh air fhàgail ann an seantans leis fhèin airson barrachd cuideim a chur air agus airson aire an leughadair a tharraing gu rudeigin uabhasach. • Sreath de cheistean - airson sealltainn don leughadair gu bheil an duine tro-chèile/gu bheil mi-chinnt ann. • Taghadh-facail • “shuath e a cheann a bha gu sgàineadh” - tha e a’ sealltainn gu bheil e tro-chèile agus gu bheil rudeigin fada ceàrr air. • “ciosaich gheala” - tha rudan marbh timcheall air/facal làidir ceangailte ri bàs. • Ìomhaigheachd • Nuair a bhuail e na h-èoin thuit iad “mar ainglean”. Tha “ainglean” a’ toirt dealbh dhut de rud math, rud neoichiontach (geal). • “Ainglean briste” Bha iad slàn, brèagha aig aon àm ach tha iad marbh, gun fheum a-nis. Tha na faoileagan a’ riochdachadh rudan eile nach eil beò san sgeulachd. 	3	

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
	<ul style="list-style-type: none"> • Chì an leughadair dealbh de na faoileagan a' tuiteam agus an sgiathan air an sgaoileadh, coltach ris an ìomhaigh a th' aig cuid de ainglean. • ("Cha robh fuaim sam bith ri chluinntinn ach glug glug stamag na mara, a' deòghal air puinnsean glas.") • Pearsanachadh • Tha a' mhuir a' cur às dhi fhèin bhon a tha i air puinnsean a shluigeadh agus tha seo a' toirt dealbh gu math dorcha dhuinn • Taghadh facail • "Glug glug" - tha uaim air a cleachdadh - tha am fuaim "gl" a' dèanamh fuaim caran bog ach tha a' ghlug seo cunnartach. Tha a' mhuir a' gluasad ach tha an t-uisge tiugh le puinnsean. • Tha am facal "glas" a' cur ris an dealbh gu h-èifeachdach. Tha i beò ach chan eil i fallain. Tha a' mhuir air a milleadh. 		

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
3.	<p>A trì a-mach à:</p> <ul style="list-style-type: none"> • “Stad aon dhiubh ... gu cùramach mar chat air beulaibh teine.” Chan eil an t-eagal air an radan ged a tha an duine faisg air. Tha e ga nighe fhèin mar bheathach a tha cofhurtail ri taobh an teine/nì e an rud a thogras e. • “cha do rinn an radan ach coiseachd air falbh” Tha an radan ann an cunnart ach chan eil cabhag air ruith air falbh. Chan eil e den bheachd gun cuir an duine cus dragh air/cha ghabh a cheannsachadh. • “mar gum biodh e a’ dèanamh sgrùdadh air a’ chorp” Tha an radan mar dhotair - ‘s esan am fear a tha a’ dèanamh suas inntinn cò tha beò agus cò tha marbh. • “Bha na radain uile a-nise mun cuairt air” Tha iad ga chuartachadh, tha smachd aca air agus chan eil an coltas air gum faigh e air falbh bhuapa. • Bha na radain “a’ gluasad mar bhrot ann am prais, a’ goil agus a’ plubadaich” - tha an ìomhaigh seo a’ leigeil leat fhaicinn gun robh an • t-uabhas dhiubh ann, gun robh iad mar bhrot tiugh, a’ gluasad mar ann am pana agus tha an duine nam measg 	3	

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
	<ul style="list-style-type: none"> • “Bha iad cho reamhar, cho sona agus cho saor mar gum b’ ann leothasan a bha an saoghal” Tha na radain toilichte leis an obair a tha iad air a dhèanamh. Chan eil dragh orra mu rud sam bith - tha iad gu math soirbheachail. Chan eil an t-eagal orra ron duine idir. / Mineachadh mu na faclan: “reamhar” - tha iad soirbheachail - tha am biadh air fad aca/“sona” - tha a h-uile càil a’ dol gu math dhaibh/ “saor” - ‘s ann leothasan a tha an cumhachd. “Thog e air gu faiceallach sìos an t-sràid. Thog iadsan orra cuideachd, a’ gluasad còmhla ris - e fhèin ann am meadhan a’ chearcaill” ‘S ann aig na radain a tha smachd ‘s iad a tha ga stiùireadh” 		

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
4.	<p>A dhà a-mach à:</p> <ul style="list-style-type: none"> • 'S e tiotal an leabhair: "<i>Thig crìoch air an t-saoghal ach mairidh gaol is ceò</i>". 'S e ìoranas a tha seo - cha mhair rud sam bith an seo. Tha an saoghal air tighinn gu crìch ach tha an gaol agus an ceòl air falbh cuideachd - chan eil dòchas air fhàgail/seanfhaical aithnichte air a chleachdadh ach an turas seo, chan eil e fìor - ìoranas • "cha dèanadh e a-mach ach aon tiotal"/"bha na leabhraichean eile air an cagnadh" - sin an aon leabhar a bha fhathast ann agus bha seo ag innse dha gun robh an saoghal an impis a dhol a-mach à bith. Chan fhada gus an itheadh iad sin cuideachd. • "Thig crìoch air an t-saoghal". Tha na radain air a h-uile càil a mhilleadh. 'S e metafor a tha seo - tha leabhar mu chrìoch an t-saoghail a' toirt rabhadh dhuinn nach eil fuasgladh ann. • "Dè an ath rud anns an cuireadh iad am fìaclan?" - 'S e ceist nach fheum a fhreagairt a tha seo oir tha e soilleir gur esan an ath bhiadh a bhios aca. 	2	<p>Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ris na tha oileanaich a' sgrìobhadh cho fad 's a tha am freagairt air a thoirt le fianais a' sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist. Tha còir aig oileanaich a bhith a' toirt eisimpleir agus a' sealltainn mar a tha e a' toirt taic don phuing aca. Tha stiùireadh air an làimh chli air na bhitheadh freagarrach mar fhreagairtean (uile airidh air aon phuing).</p>

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
5.	<p>A trì a-mach à:</p> <ul style="list-style-type: none"> • Tha buidheann de radain a' dèanamh cron air a' bhaile. • Tha na radain ag ithe biadh ann an dòigh mar a dh'itheadh daoine e. • Tha na radain a-nis anns a' bhùth agus air a gabhail os làimh. • Tha radan, mar gum biodh, a' coimhead air na naidheachdan air an telebhisean. • Tha na radain a' gabhail cuairt còmhla mar theaghlach mar gun robh iad • a' còmhradh ri chèile. 	3	

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
6.	<p>A trì a-mach à:</p> <ul style="list-style-type: none"> • “gunna no air grenade” - Tha an ìomhaigheachd cogaidh seo a’ nochdadh dhuinn na rudan nach eil aige airson e fhèin a dhìon agus a’ sealltainn dhuinn nach urrainn dha ‘an cogadh’ seo a bhuannachadh. • “mìltean de radain nan suidhe air a bhàrr a’ cumail faire.” - tha an tùr mar phrìomh làrach ‘nan saighdearan’ os cionn a’ bhaile agus às an seo chì iad a h-uile càil a tha a’ dol. • “Caisteal ann am meadhan a’ bhlàir.” Tha a’ bhùth ga dhìon bhon a’ chunnart a-muigh ach tha am blàr cho faisg air agus cha sheas e fada ‘s e fo ionnsaigh. • “na radain nan seasamh gu dìreach mar rèiseamaid” Tha seo ag innse dhuinn gu bheil na radain ag obair còmhla, ann an òrdugh, mar arm. <p>“gan gleusadh fhèin, a’ feitheamh...” Tha na ‘saighdearan’ deiseil airson blàr an-còmhnaidh, gan giùlain fhèin ann an dòigh gu math proifeiseanta.</p>	3	Tha stiùireadh air an làimh chli air na bhiodh freagarrach mar fhreagairtean.

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
7.		<p>A dhà à:</p> <ul style="list-style-type: none"> • Bha e a' seinn gu h-àrd. • Shad e am botal falamh air a' chiad radan. • Thòisich e air tòrr chlachan a shadail air na radain eile. • Nuair a bha na radain ga chuirteachadh bha e den bheachd gun robh iad a' dol a dhannsadh an àite/a' dol a dhèanamh cron air. • Bha e mar gun robh plana ùr aige faighinn air falbh bhon a' bhaile airson e fhèin a shàbhaladh. 	2	
8.		<ul style="list-style-type: none"> • "Bha craobhan làn dhearcagan agus iad uile glas le duslach." Bha a' choille torrach bho chionn ghoirid ach tha na bha a' fàs a-nis air a chòmhdach le puinnsean. • "a' choille a bha a' bàsachadh bho bhonn gu bàrr" bha e a' faireachdainn gun robh bàs air a h-uile càil a sheargadh bho na freumhan suas gu ruige na duilleagan. • "Bha na h-eòin mharbha air tuiteam às na craobhan agus dh'fhairich e an cnàmhan beaga a' briseadh fo chasan." Tha na h-eòin air bàsachadh leis an tinneas agus tha na cloaich air an talamh. 	3	Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ris na tha oileanaich a' sgrìobhadh cho fad 's a tha am freagairt air a thoirt le fianais a' sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist. Tha còir aig oileanaich a bhith a' toirt eisimpleir agus a' sealltainn mar a tha e a' toirt taic don phuing aca. Tha stiùireadh air an làimh chli air na bhitheadh freagarrach mar fhreagairtean (uile airidh air aon phuing).

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
9.	<p>A tri a-mach à:</p> <ul style="list-style-type: none"> • “Gu mall” - tha seo a’ sealltainn cho claidhte ’s a bha e ged a tha e air a cheann-uidhe a ruighinn a bha e a’ sireadh fad ùine mhòir. • “chaidh e suas chun an dorais agus ghnog e. Ghnog e a-rithist le a dhà làimh. Ghnog e le uile neart ach cha chuala duine beò e” Tha an sgrìobhadair air am facal “gnog” a chleachdadh ann an tri seantansan an dèidh a chèile airson sealltainn mar a tha am fear a’ gnogadh gu math tric agus mar a tha e ann an èiginn gus freagairt fhaighinn. Tha e a’ sior fhàs nas èiginniche. • “Shuidh e air leac an dorais ... a cheann na làmhan” Chi sinn èiginn an duine an seo oir chan eil duine beò anns an ospadal agus tha an aon dòchas a bha aige briste. • “mar gun robh an dèideadh air.” Tha an sgrìobhadair a’ toirt dealbh dhuinn de dhuine air a bheil an “dèideadh” le a làmhan mu cheann agus e ann am pian/cràdh/airson sealltainn gu bheil a h-uile dòchas a bha aige air chall/“an dèideadh” - pian àbhaisteach ach chan eil càil àbhaisteach mun chràdh seo airson sealltainn gu bheil seo gu tur eadar-dhealaichte. • “ach cha tigeadh na deòir” - tha an duine a’ feuchainn ri caoineadh ach tha e ann an suidheachadh far nach dèanadh deòir feum sam bith dha. 	3	

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
10.	<p>A dhà a-mach à:</p> <ul style="list-style-type: none"> • “An dorchadas mu dheireadh” Tha dorchadas air a bhith tron stòiridh (gu liteireil) agus air a samhlachadh, ach tha gnothaichean a’ tighinn gu ceann - chan fhada gus am bi a h-uile càil seachad agus bidh an dorchadas mu dheireadh ann. • “a’ ghealach a-mach na gùn-oidhche geal, a’ falbh gun tàmh a’ sireadh saoghal...” Tha a’ ghealach fhèin na h-euslainteach ‘s i a’ coimhead airson saoghal a bha ann uair / tha i air an duine aice a chall - ann an èiginn ga lorg. Ach cha tèid aice air an rud a tha i ag iarraidh a lorg - chan eil e ann tuilleadh. • “na gùn-oidhche geal” mar anart air corp, tha fiù ‘s a’ ghealach gu bhith marbh • “‘S na rionnagan, na rionnagan deàlrach uaine... gan cuairteachadh ann an cearcall...” Tha na rionnagan a’ priobadh shuas gu h-àrd agus a’ dèanamh cearcall timcheall air a’ ghealaich mar a tha na radain air an duine a chuirteachadh. Chan fhaigh e às an seo. <p>Tha seo ceangailte ri pìos roimhe - far an robh iad a’ dèanamh ruidhle timcheall air.</p> <p>Tha an ellipsis aig an deireadh ag innse gu bheil na radain a’ dol ga ithe / chan eil rathad a-mach aig an duine</p>	2	<p>Ann a bhith a’ ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ris na tha oileanaich a’ sgrìobhadh cho fad ‘s a tha am freagairt air a thoirt le fianais a’ sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist. Tha còir aig oileanaich a bhith a’ toirt eisimpleir agus a’ sealltainn mar a tha e a’ toirt taic don phuing aca. Tha stiùireadh air an làimh chli air na bhitheadh freagarrach mar fhreagairtean (uile airidh air aon phuing).</p>

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11.	<ul style="list-style-type: none"> • Iomradh air èifeachdas: Aon chomharra • Tha an ìomhaigh a' toirt an leughadair tron stòiridh le cinn ghoirt aig dìofar irean gus an ruig sinn àirde na sgeulachd. • Fianais: Aon chomharra an urra airson dhà sam bith de na puingean seo: • “Nuair a thàinig e a-mach às an uaimh bha a cheann fhathast goirt.” Tha a cheann air a bhith a' cur dragh air airson greis ach chan eil e aig an ìre seo ach goirt. (Tha an uamh air tomhas de dhìon a thoirt dha ach feumaidh e an saoghal a thoirt air.) • “Shuath e a cheann a bha gu sgàineadh: 's theab e cur a-mach.” (Tha teas na grèine agus sealladh nan eun ga fhàgail tinn.) Tha e a' suathadh a chinn airson faochadh fhaighinn. Tha 'gu sgàineadh' a' sealltainn gu bheil gnothaichean a' fàs nas miosa agus tha e a' faireachdainn gu bheil e gu bhith tinn. • “Bha a cheann a-nis na thuaineal” Tha uallach air an duine - tha esan beò ach tha an aon duine eile a chunnaic e na laighe marbh/tha sealladh an duine mhairbh (chan e beathaichean) a' toirt buaidh mhòr air - gu h-àraid leis nach deach an corp a thiodhlachadh. Chan eil na smuaintean aige mar bu chòir, tha cùisean air fàs riaslach. 	3	Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ris na tha oileanaich a' sgrìobhadh cho fad 's a tha am freagairt air a thoirt le fianais a' sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist. Tha còir aig oileanaich a bhith a' toirt eisimpleir agus a' sealltainn mar a tha e a' toirt taic don phuing aca. Tha stiùireadh air an làimh chli air na bhitheadh freagarrach mar fhreagairtean (uile airidh air aon phuing).
	<ul style="list-style-type: none"> • “Bha a cheann mar bhoma nach deach a spreadhadh.” • Tha am puinnsean na bhodhaig air àirde a ruighinn chun na h-ìre 's gu bheil a cheann dol a spreadhadh • Tha boma na cheann ceangailte ris a' bhoma a chuir às dhan t-saoghal. • Tha e fhèin agus an saoghal gu bhith marbh. 		

Ceist			Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
12.			<ul style="list-style-type: none"> • Cho uabhasach 's a tha an sgrios a nì armachd niùclasach • Nach bu chòir armachd niùclasach a bhith ann • No freagairt iomchaidh sam bith eile 	1	Bu chòir do luchd-ceartachaidh a bhith a' cleachdadh am breithneachadh proifeiseanta, an eòlas agus am fiosrachadh air a' chuspair agus an tuigse gus comharraidhean a thoirt seachad airson freagairtean nan oileanach.

[END OF MARKING INSTRUCTIONS]



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

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

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

[END OF MARKING INSTRUCTIONS]



National
Qualifications
2017

**2017 Gàidhlig
Èisteachd
Higher
Finalised Marking Instructions**

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General marking principles for Higher Gàidhlig 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) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the speaker's use of language.
- (e) 16-17 marks are awarded for understanding and 3-4 marks are awarded for analysis and evaluation of the language used in the listening section.
- (f) Other answers can be accepted than those in the marking instructions as long as they are relevant and appropriate. We use the term "Freagairt iomchaidh eile" to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers.
- (g)
 - (i) For questions that ask candidates simply "Carson...", candidates must give a brief, accurate response/name.
 - (ii) For questions that ask candidates to "Minich..." or ask "ciamar...", candidates must relate cause and effect and/or make relationships between things clear.
 - (iii) For questions that ask candidates to "Seall mar a tha...", candidates must identify features of language and discuss their relationship with the ideas of the passage as a whole. Features of language might include word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on.
 - (iv) For questions that ask candidates "Carson, nad bheachd...", candidates must make a personal judgement based on the text and task.

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

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
1.	(a)	airson an solas a chur air às dèidh dhut dùsgadh/airson am frasair a chur air	1	
	(b)	tha cumhachd an dealain againn gu cunbhalach	1	
2.		cho cudromach 's a tha an stèisean-dealain (1) an dòigh annasach anns am bi e a' cruthachadh dealan (1)	2	
3.		tha e ceithir ceud meatair os cionn ìre na mara (1) airson stòras-uisge a chruthachadh (1)	2	
4.		chaidh tunail a chladhach (agus rathad a dhèanamh) (1) chaidh fosgladh mòr a chruthachadh (1)	2	
5.		turas bus a ghabhail fon bheinn (chun an stèisean-dealain) (1) chì iad mar a tha an stèisean ag obair (1)	2	
6.	(a)	dh'fheumadh creagan troma a bhith air an toirt a-mach às a' bheinn (1) cha robh riaghailtean sàbhailteachd ann (1)	2	
	(b)	bhàsaich còrr is trithead duine (fhad 's a bha obair-togail a' dol air adhart) (1) bha tuarastal an luchd-obrach fada na b' àirde na an àbhaist (1)	2	
7.		tha cosgais an dealain gu math nas isle (na tha e tron latha) (1) thèid dealan an ath-latha a chruthachadh leis (1)	2	

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
8.	<p>tha e a' gabhail iongnadh mar a tha 'saoghal' fada fon bheinn (1)</p> <p>saoghal fo thalamh mar gum biodh, domhainn sa bheinn</p> <p>tha e ag innse dhuinn nach deach ach beagan bhliadhnachan seachad mus robh an stèisean-dealain air pàigheadh air a shon fhèin (1)</p> <p>tha e ag innse cho èifeachdach 's a tha an sgeama (a' cruthachadh dealan nuair a tha feum air/nuair a bhios prìs an dealain àrd) (1)</p> <p>tha e a' toirt seachad fiosrachadh air cho cumhachadh 's a tha an sgeama (tha e comasach air còrr is ceithir ceud <i>megawatt</i> de dhealain a thoirt seachad/gu leòr dealain airson baile mòr Dhùn Èidinn air fad) (1)</p> <p>tha e ag innse dhuinn gun deach sgeama Beinn Chruachain a thogail leis na stuthan a b' fheàrr gus am maireadh e/nach eil ach beagan airgid ga chosg air a bhith ga chumail aig ìre (1)</p> <p>gur e dealan glan a bhios e a' cruthachadh (1)</p> <p>thug e air a bhith a' smaoinichadh air na tha ga dhèanamh gus dealan a chruthachadh dhuinn (1)</p>	3	<p><i>Aon chomharra airson beachd agus dhà airson fianais a tha a' cur taic ris.</i></p> <p><i>Gabh ri freagairtean iomchaidh sam bith, mar eisimpleir:</i></p> <p>tha e soilleir gu bheil an neach-labhairt den bheachd gu bheil an sgeama-dealain air a bhith uabhasach soirbheachail (1)</p>

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
9.	<p><i>Gabh ri freagairt iomchaidh sam bith, mar eisimpleir:</i></p> <p>Tha e a' cleachdadh stoidhle/tòna a tha faisg/pearsanta (<i>'S cinnteach gun do bhruth <u>thu</u>/Mar a thuigeas <u>tu</u>, ...</i>)/</p> <p>tha e brosnachail - tha e soilleir gu bheil e a' moladh an àite don luchd-èisteachd</p> <p>tha e fiosrachail - tha fiosrachadh leithid àireamhan agus mar a tha e ag obair air a chleachdadh</p> <p>Chan eil e a' cleachdadh stoidhle fhoirmeil. Tha e ag innse mu cho-theacsa a thurais (<i>Bha mi air saor-làithean/Às dèidh dhomh a' bheinn bhrèagha a tha seo a shreap</i>)</p> <p>Tha cearcall anns an aithris: tha an deireadh a' cur ris/ceangailte ris an toiseach (a' bruthadh air suidse an dealain)</p>	1	

[END OF MARKING INSTRUCTIONS]