



Teisteanais  
Nàiseanta  
2018

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**2018 Gàidhlig**

**Leughadh**

**National 5**

**Finalised Marking Instructions**

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## General marking principles for National 5 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. 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.

Detailed marking instructions for each question

Roinn 1 - Leughadh airson sgrudadh agus measadh

Ceist		Freagairt a thathar a'sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
1.		Bliadhna às dèidh dha tòiseachadh, bha na mìltean de dh'òganaich air a dhol an sàs ann (1) San latha an-diugh, tha (còrr is) trì ceud mìle a' gabhail pàirt ann (1) Tha cothrom aig òigridh ann an iomadh dùthaich an sgeama a dhèanamh (1) Tha e air a bhith a' dol airson seasgadh bliadhna (1)	3	3 à:
2.		àrd-sgoiltean (1) clubaichean-òigridh (1) còmhlain shaor-thoileach (1)	2	2 à:
3.	(a)	Gus am bi daoine òga a' cuideachadh dhaoine eile (1) Gus an dèan iad feum anns na coimhearsnachdan aca (1)	2	
	(b)	Tha aca ri leasachadh corpora a dhèanamh (1) Feumaidh iad an comas ann an spòrs sònraichte (1) no am fallaineachd a thoirt air adhart (1)	2	2 à:
	(c)	sgilean-planaidh (1) obair-sgioba (1) dèiligeadh ri rudan ùra (1)	3	
4.		Tha e neo-fharpaiseach (1) Tha prògram gach neach stèidhichte air na h-ùidhean agus na comasan a th' aige mus tòisich e (1) Tha e comasach do dhuine sam bith an duais a chosnadh (1) 'S e an òigridh fhèin a thaghas am prògram aca (1) (Tha còir gum bi) Bidh am prògram inntinneach agus buannachdail dhaibh (1)	4	4 à:
5.		Bidh dùbhlàn nas motha ga chur mu choinneamh na h-òigridh (aig an ìre as àirde) (1) Bidh aig an òigridh ri tòrr a bharrachd ùine a thoirt seachad (1)	2	

Ceist		Freagairt a thathar a'sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
6.	(a)	Bidh iad air am misneachadh gus a bhith a' leantainn orra leis na rinn iad ann às dèidh dhaibh an duais a chosnadh (1)	1	
	(b)	Bidh a' mhòr-chuid a' cumail orra le obair shaor-thoileach (1)	1	
7.		Tha e ag ràdh gu bheil fada a bharrachd ann air pàipear-teisteanais (1) Tha an sgeama na fhiar bhuannachd do dh'òigridh ann a bhith a' faighinn dreuchd (1) Faodaidh òigridh iomradh a thoirt air an sgeama anns a' chlàr-beatha aca (1) Faodaidh òigridh bruidhinn mu na diofar sgilean agus eòlasan a fhuair iad (1)	3	3 à:
8.	(a)	Gus am bi fios aig an luchd-leughaidh gum feum iad a bhith dealasach ma tha iad gu bhith soirbheachail (1) Gus nochdadh gur e fìor urram a bhios ann na duaisean seo a chosnadh (1) Feumaidh iad tòrr ùine a chur seachad air (1)	2	2 à:  <i>No freagairt iomchaidh sam bith eile</i>
	(b)	misneachd (1) fèin-mheas (1) slàinte nas fheàrr (1)	2	2 à:
9.	(a)	'S ann do dh'òigridh nach do ghabh pàirt san sgeama a tha an earrann seo (1)	1	<i>Gabh ri freagairt iomchaidh sam bith, m.e:</i>
	(b)	Tha seo follaiseach nuair a tha an sgrìobhadair ag ràdh: <i>Mur a do thòisich thu fhèin air Duais Diùc Dhùn Èideann ron a seo, feuch gun gabh thu an cothrom gu bheil e a' feuchainn ris an leughadair a bhrosnachadh gus seo a dhèanamh (1)</i> Bhiodh fios aig òigridh a bha mu thràth an sàs anns an sgeama air cuid den fhiosrachadh seo mu thràth/ Tha e soilleir gu bheil an sgrìobhadair ag amas air feadhainn aig nach eil eòlas air an sgeama (1) Tha e a' brosnachadh òigridh le bhith ag innse mun fheum a dhèanadh an sgeama dhaibh (1)	2	2 à:

[END OF MARKING INSTRUCTIONS]



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## General marking principles for National 5 Gàidhlig Literature

*This information is provided to help you understand the general principles you must apply when marking candidates' responses to questions in this paper. These principles must be read in conjunction with the specific marking instructions tables for literature.*

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the specific marking instructions tables for writing.
- (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) 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. Responses lacking in structure and coherence and/or which contain many technical errors are likely to be self-penalising.
- (d) Candidates may display ability across more than one range descriptor. Assessors should recognise the closeness of the descriptors and consider carefully the most appropriate overall range with the candidate's performance.
- (e) Once the appropriate range descriptor has been selected, the assessor should follow this guidance:
  - If the evidence almost matches the range above, 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 the mark should be awarded from the middle of the range.
- (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 parts, the relationship between them, and their relationships with the whole.  
(iii) For questions that ask candidates 'Carson, nad bheachd-sa...', candidates must make a personal judgement on the text and task.

Where there is no evidence relevant to the task, award a mark of 0.

## Detailed marking instructions for National 5 Gàidhlig Literature

The candidate's response will be assessed by taking into consideration the following elements:

- ◆ Knowledge and understanding of the chosen text
- ◆ Relevance
- ◆ Analysis
- ◆ Evaluation

	20–19	18–16	15–13	12–10	9–7	6–4	3–1
<b>The candidate demonstrates:</b>							
<b>Knowledge and Understanding</b>	a high degree of familiarity with the text as a whole  a high level of understanding of the central concerns of the text	high degree of familiarity with the text as a whole  very good understanding of the central concerns of the text	familiarity with the text as a whole  good understanding of the central concerns of the text	generally sound familiarity with the text as a whole  some understanding of the central concerns of the text	some familiarity with some aspects of the text  some understanding of the central concerns of the text, although there may be some misreading of the text	limited evidence of knowledge and understanding of the text(s)  limited textual evidence which leads to little focus on the demands of the question	little knowledge and understanding of the text(s)  very limited textual evidence which leads to little or no focus on the demands of the question
<b>Relevance</b>	a line of thought which is consistently relevant to the task	a line of thought which is consistently relevant to the task	a line of thought which is relevant to the task, although there may be some disproportion in parts	a line of thought which is mostly relevant to the task	a line of thought which is not always maintained throughout the task	a basic engagement with the task	little or no engagement with the task

	20–19	18–16	15–13	12–10	9–7	6–4	3–1
<b>The candidate demonstrates:</b>							
<b>Analysis</b>	a thorough awareness of the writer’s techniques through analysis, consistently making confident use of critical terminology	a very good awareness of the writer’s techniques through analysis, making confident use of critical terminology	a sound awareness of the writer’s techniques through analysis, making good use of critical terminology	an awareness of the writer’s techniques through analysis, making some use of critical terminology	some awareness of the more obvious techniques used by the writer through explanation	little or no analysis of the techniques, focusing mainly on content	no analysis of the literary techniques, focusing only on content
	very detailed and thoughtful explanation of stylistic devices supported by a range of well-chosen references and/or quotations	detailed and/or thoughtful explanation of stylistic devices supported by well-chosen references and/or quotations	detailed explanation of stylistic devices supported by appropriate reference and/or quotation	explanation of stylistic devices supported by some appropriate reference and/or quotation	attempts to use critical terminology, although this may be inappropriate  description of some stylistic devices followed by some reference and/or quotation	no attempts to use critical terminology, but when present, these are inappropriate  no description of stylistic devices with no reference and/or quotation	

	20–19	18–16	15–13	12–10	9–7	6–4	3–1
<b>The candidate demonstrates:</b>							
<b>Evaluation</b>	a very well developed commentary of what has been gained from the text, supported by a range of well-chosen references to its relevant features, including frequent references to the effectiveness of the writer's use of language	a well-developed commentary of what has been gained from the text, supported by a range of well-chosen references to its relevant features, including references to the effectiveness of the writer's use of language	a well-developed commentary of what has been gained from the text, supported by appropriate reference to its relevant features, including some references to the effectiveness of the writer's use of language	generally sound commentary of what has been gained from the text, supported by some appropriate reference to its features, including some reference to the effectiveness of the writer's use of language	brief commentary of what has been gained from the text, followed by brief reference to its features	little evidence of an evaluative stance with respect to the text and the task, focusing almost entirely on content	no evidence of an evaluative stance with respect to the text and the task, focusing only on content

[END OF MARKING INSTRUCTIONS]



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## General marking principles for National 5 Gàidhlig Listening

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- (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.

Detailed marking instructions for each question

Ceist		Freagairt a thathar a'sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
1.		(fior) iar thuath (1) tir-mòr na h-Alba (1)	2	Bu chòir do luchdceartachaidh 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.
2.		creagan àrda (1) stacan mòra (1)	2	
3.	(a)	faodar iomadh mìle a choisearchd gun duine, rathad no taigh fhaicinn (2)	2	
	(b)	cumhachd na gaoithe (1) a' togail nan tonn (thar nan cladaichean) (1)	2	
4.		Tha iad nan dachaigh do theaghlach (1) tha cafaidh beag ann (do luchd-turais) (1)	2	
5.		bàt'-aiseig (thairis air caolas) (1) coisearchd no a dhol air baidhseagal (air rathad cumhang, garbh) (1)	2	
6.		Nuair a bha iad a' seòladh sìos an cost an iar (1)	1	
7.		Dhà à: B' àbhaist do (mu) cheathrad duine a bhith ann (1) Bha na croitean aca sgapte air feadh na sgìre (1) dh'fhalbh iad (na croitearan mu dheireadh) às dèidh an Dàrna Cogaidh (1) bha iad a' dèanamh am beò-shlaint à croitearachd (1)	2	2 à:
8.		Dhà à: lusana/beathaichean fiadhaich/eòin (2)	2	
9.	(a)	Fiosrachadh eachdraidh a thoirt mun a' Pharbh/ daoine a bhrosnachadh gus a dhol ann	1	Gabh ri freagairt iomchaidh sam bith
	(b)	Tha tòrr fiosrachaidh mu choltas an àite air a thoirt seachad - eisimpleirean	2	Gabh ri freagairt iomchaidh sam bith (1) le fianais (1)

[END OF MARKING INSTRUCTIONS]