



National
Qualifications
2018

2018 Gaelic (Learners)
Advanced Higher
Reading and Translation
Finalised Marking Instructions

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

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this paper are as follows:
 - (i) The first set of questions (worth 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
 - (ii) The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
 - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) We use the term 'or any other acceptable answer' to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed marking instructions for each question

Section 1 - Reading

Question		Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> Are our schools preparing young people for the world of work in the 21st Century? 	1	
	(b)	<ul style="list-style-type: none"> Economy was reliant on industries such as farming, boat building and mining 	1	
	(c)	<ul style="list-style-type: none"> Set up for young people to help with potato harvesting/lifting/picking Surely today's pupils do not require it Do we keep old customs without questioning why we do them? 	3	
2.	(a)	<ul style="list-style-type: none"> That the school day should be lengthened And that the school holidays ought to be shortened 	2	
	(b)	<ul style="list-style-type: none"> Schools in other countries are making more progress in education than we are 	1	
3.		<ul style="list-style-type: none"> Their school day is longer than ours They do not get the holidays that we are used to Some people are of the opinion that their system expects more from them in Science and Maths than our system 	3	

Question		Expected answer(s)	Max mark	Unacceptable answers
4.	(a)	<ul style="list-style-type: none"> • Pupils must work hard to get a place in University today • The school day is not convenient for families • Working parents must find someone to look after their children until they return home <p>(Any 2 from 3)</p>	2	
	(b)	<ul style="list-style-type: none"> • Better prepare pupils for the <u>world of work</u> • Businesses do not close at 3:30pm (so why should schools) 	2	
	(c)	<ul style="list-style-type: none"> • It will help/support parents • Pupils will get more time for learning • Pupils will be given more opportunities to make use of school sports facilities 	3	
5.	(a)	<ul style="list-style-type: none"> • Technology is used more in school lessons • Internet used to develop children's learning • These resources/devices are in every school now <p>(Any 2 from 3)</p>	2	
	(b)	<ul style="list-style-type: none"> • They live in a digital world 	1	
6	(a)	<ul style="list-style-type: none"> • Literacy, numeracy, health and technology 	1	
	(b)	<ul style="list-style-type: none"> • Do we really need to stop pupils learning for two weeks in October for a tradition which we do not have today 	1	

Question		Expected answer(s)	Max mark	Additional guidance								
7.		<p>This piece of writing is discursive/opinionated/persuasive/one-sided.</p> <ul style="list-style-type: none"> • The writer argues that schools have not adapted to the 21st Century • The writer states the length of the school day being too short • The writer states there is no need for the October holiday • The writer links the world of work/families with school and that schools need to adapt • The writer criticises the school calendar as designed for the past rather than for the present or future • The writer focuses on the need to scrutinise the new curriculum • Our education system has changed (Curriculum, CfE, technologies) so why do we still need a 2 week holiday in October <p>Language used.</p> <p>Use of rhetorical questions throughout. "A bheil ...?"</p> <p>Tone</p> <p>Exclamation marks</p> <p>'S cinnteach nach eil feum</p> <p>Examples of other countries given</p>	7	<table border="1"> <thead> <tr> <th>Pegged marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 or 5</td> <td>The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answer(s) column, or any other equally appropriate response.</td> </tr> <tr> <td>3 or 1</td> <td>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.</td> </tr> <tr> <td>0</td> <td>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>	Pegged marks	Criteria	7 or 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected answer(s) column, or any other equally appropriate response.	3 or 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.	0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.
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Section 2 - Translation

Question	Expected answer(s)	Max mark	Additional guidance
8.	<p>Translate the underlined section into English: (lines 31-41)</p> <p><i>Feumaidh na sgoiltean . . . a' sireadh.</i></p>	20	<p>The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p>1 - Satisfactory: Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English</p> <p>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><u>Unit 1</u></p> <p><i>Feumaidh na sgoiltean a bhith ag ullachadh daoine òga airson dreuchdan anns na gnìomhachasan ùra a th' againn an-diugh.</i></p>	Schools must prepare young people for the jobs in the new industries we have today.		
<p><u>Unit 2</u></p> <p><i>Anns an 19mh linn, bha sgoiltean ag ullachadh an òigridh airson a dhol a dh'obair ann am factoraidhean.</i></p>	In the 19 th Century schools prepared pupils to go to work in factories.		
<p><u>Unit 3</u></p> <p><i>Tha na factoraidhean a bha sin ann air dùnadh</i></p>	<p>These factories have now closed</p> <p>Accept: the factories that were there have now closed.</p>		
<p><u>Unit 4</u></p> <p><i>ach a bheil na sgoiltean againn air atharrachadh?</i></p>	but have our schools changed?		
<p><u>Unit 5</u></p> <p><i>Bu chòir dhuinn ar sgoilearan a threànadh gus uairean obrach an 21mh linn a chumail.</i></p>	We should/ought to train our pupils to work/keep the hours of the 21 st Century.		

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><u>Unit 6</u></p> <p><i>Tha obraichean ùra ann an-diugh ann an gnìomhachasan an leithid cumhachd ath-nuadhachail, teicneòlas agus coimpiùtaireachd air an gabh seo buaidh.</i></p>	<p>There are new jobs today in industries such as renewable energy, technology and computing on which this will impact/affect.</p>		
<p><u>Unit 7</u></p> <p><i>Bu chòir do leasan a bhith a'cleachdadh teicneòlas a h-uile latha.</i></p>	<p>Lessons should/ought to use technology every day.</p>		
<p><u>Unit 8</u></p> <p><i>Tha teicneòlas uabhasach cudromach an-diugh</i></p>	<p>Technology is very/really important today</p>		
<p><u>Unit 9</u></p> <p><i>Agus feumaidh sgilean a bhith aig an òigridh airson innealan eleactronaigeach agus prògraman compiùtair obrachadh.</i></p>	<p>and young people must have skills to work electronic devices and computer programmes.</p>		
<p><u>Unit 10</u></p> <p><i>'S iad na sgilean seo còmhla ri comasan ann an sgrìobhadh, leughadh agus cunntais a tha luchd-fastaidh a'sireadh.</i></p>	<p>It is these skills along with abilities in reading, writing and numeracy that employers are seeking/looking for.</p>		

[END OF MARKING INSTRUCTIONS]



National
Qualifications
2018

2018 Gaelic (Learners)

Advanced Higher

Listening and Discursive Writing

Finalised Marking Instructions

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General marking principles for Advanced Higher Gaelic (Learners): Listening

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) The marking instructions indicate the essential idea that a candidate should provide for each answer. We use the term 'or any other acceptable answer' to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed marking instructions for each question - Listening

Item 1

Question		Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> Established thirty years ago With primary schools in Glasgow and Inverness 	2	
	(b)	(i) <ul style="list-style-type: none"> They opened (Gaelic Medium) units 	1	
		(ii) <ul style="list-style-type: none"> There are more than 10,000 pupils currently in Gaelic Medium Education 	1	
	(c)	(i) <ul style="list-style-type: none"> They have always been available in the Scottish universities 	1	
		(ii) <ul style="list-style-type: none"> Full time and part time From home/distance learning Combined Gàidhlig and teaching courses 	3	
	(d)	<ul style="list-style-type: none"> To improve their Gaelic skills/In order to teach lessons in Gaelic 	1	
	(e)	<ul style="list-style-type: none"> Ensuring there are enough Gaelic teachers (in the future) 	1	

Item 2

Question		Expected answer(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> • It's a terrific job • Many benefits • She wouldn't change the job she's had <p>(Any 2 from 3)</p>	2	
	(b)	(i)	1	
		(ii)	2	
	(c)	<ul style="list-style-type: none"> • History - to keep her father happy • Modern Studies - for a new challenge 	2	
	(d)	<ul style="list-style-type: none"> • Pupils had strong viewpoints • Pupils were very well informed about the country's politics <p>Accept</p> <ul style="list-style-type: none"> • Interesting to hear their opinion 	2	
	(e)	<ul style="list-style-type: none"> • Pupils have become surer of themselves • Pupils have become more self-confident • They had respect at one time but not so much now • They were afraid to say anything that as wrong • Nothing holds them back now/nothing hinders them <ul style="list-style-type: none"> • (Any 3 from 5) 	3	

Question		Expected answer(s)	Max mark	Unacceptable answers
	(f)	(i) <ul style="list-style-type: none"> • New assessments started/new courses 	1	
		(ii) <ul style="list-style-type: none"> • Create new courses • <u>Do</u> new assessments 	2	
	(g)	(i) <ul style="list-style-type: none"> • She only had a blackboard when she started/changed from blackboard • Little by little the new machines began to appear • Became knowledgeable with using computer • Young people are working with iPads and phones - progress in technology is moving at a fast pace • Lots of opportunities for pupils to try new technology <p>(Any 2 from 5)</p>	2	
		(ii) <ul style="list-style-type: none"> • She is better with technology 	1	
	(h)	<ul style="list-style-type: none"> • It's a great job • We are looking for teachers with Gaelic 	2	

General marking principles for Advanced Higher Gaelic (Learners): Discursive Writing

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.
Three main aspects of the piece of writing should be considered:
 - (i) content
 - (ii) accuracy
 - (iii) language resource - variety, range, structures
- (d) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
 - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
 - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available
- (e) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (g) Candidates are instructed to write 250-300 words. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.

Detailed marking instructions - Directed Writing

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

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

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • Although basic structures are used accurately, control of the language structure at times deteriorates significantly • There are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. Several errors are serious • Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher • There is inconsistency in the use of verbs/verb forms and tenses • There are few successful attempts to use co-ordinating conjunctions and subordinate clauses • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse

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

[END OF MARKING INSTRUCTIONS]