



National  
Qualifications  
2018

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**2018 Gaidhlig**

**Practical Criticism**

**Advanced Higher**

**Finalised Marking Instructions**

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## General marking principles for Advanced Higher Gàidhlig: Practical Criticism

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

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Candidates should use their own words as far as possible, unless the candidate is discussing or analysing a quotation. Where a candidate merely re-writes sections of the text with no supporting analysis or comment, no marks should be awarded.
- (e) Other answers can be accepted than those in the marking instructions as long as they are relevant and appropriate. We use the term 'No freagairt sam bith eile a tha ionchaidh' to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate's answers.
- (f)
  - (i) For questions that ask candidates to '**Minich...**' or ask '**ciamar...**', candidates must relate cause and effect and/or make relationships between things clear.
  - (ii) For questions that ask candidates to '**Seall mar a tha...**', candidates must identify features of language and discuss their relationship with the ideas of the passage as a whole. Features of language might include word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on.
  - (iii) For questions that ask candidates '**Carson, nad bheachd...**', candidates must make a personal judgement based on the text and task.

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

## Stiùiridhean Comharrachaidh

### Teacsa 1 - Neo-fhicsean: Rosg

| Ceist |  | Freagairt a thathar a' sùileachadh  | Comharran iomlan | Stiùireadh a bharrachd |
|-------|--|---|------------------|------------------------|
| 1.    |  | <p>Tha iad a' faireachdainn pròiseil asta fhèin air sgàth gun d' fhuair iad thairis air.</p> <p>Tha iad a' feuchainn ri beachd dhaoine eile atharrachadh. (le ar cuid searmonachaidh)</p>   | 2                |                        |
| 2.    |  | <ul style="list-style-type: none"> <li>• Tha iad den bheachd gu bheil smachd aca fhèin air an tombaca (a' smaointinn gun deigheadh aca air sgar nuair a thogradh iad fhèin.)</li> <li>• Tha e a' tighinn gu bhith na chleachdadh dhaibh o chionn 's gu bheil e: a' toirt togail dhaibh/tha e a' toirt faochadh no tlachd dhaibh (Tha e a' fàs gu bhith na phàirt cudromach dhen chaitheamh-beatha aca)/(Gheibh mòran smocairean faochadh ... agus nì gu leòr fiughar ri smoc).</li> <li>• Beag air bheag tha iad air am beò-ghlacadh leis an tombaca (bheir an tombaca buaidh air an eanchainn chun na h-ìre 's nach dèanar a' chùis às aonais.)/(mar as trice a thathar ga ghabhail, 's ann as motha a bhithear an eisimeil air).</li> </ul> | 3                |                        |
| 3.    |  | <ul style="list-style-type: none"> <li>• tha iad glè shoirbheachail oir tha fios aig a h-uile duine dè cho marbhtach 's a tha an tombaca a-nis.</li> <li>• ach a dh'aindeoin seo chan eil mòran dhaoine/cuid den òigridh a' toirt feart air an fhiosrachadh seo.</li> </ul>   | 2                |                        |

| Ceist | Freagairt a thathar a' sùileachadh  | Comharran iomlan | Stiùireadh a bharrachd  |
|-------|---|------------------|---|
| 4.    | <ul style="list-style-type: none"> <li>• bha e gam leantainn mar sgòth dhorcha - pearsanachadh/samhla - stèidhichte air na bha a' tachairt dha - an ceò bhon tombaca ach cuideachd gur e droch chleachdadh a bh' ann a bha a' milleadh a bheatha.</li> <li>• Uaim - me 'millteach marbhtach' - dà bhuadhair a tha a' sealltainn a' chroin/droch chleachdadh a th' ann an smocadh agus a' daingneachadh na buaidh a tha na chois.</li> <li>• 'bu mhòr am beud'/'faoin'/'aineolach' - abairtean/faclan a tha a' sealltainn fìor aithreachas.</li> <li>• Meatafor-leasaichte - 'armachd', 'blàr', 'ionnsaighean' agus 'a' cuimseachadh'- a' cleachdadh faclan/ ìomhaigheachd cogaidh a' sealltainn gu bheil e doirbh stad a chur air smocadh/a' riochdachadh strì an riaghaltais/a' sealltainn gur e nàmhaid olc a th' anns an tombaca.</li> <li>• am facal tàladh' beachd air rudeigin a tha carach/seòlta agus a tha a' tachairt gun fhiosta.</li> <li>• bidh iad 'fo a thràillealachd' a' sealltainn gu h-èifeachdach mar a bhios iad air an glacadh leis.</li> </ul> | 3                | <p>Aon chomharra an urra airson trì de na freagairtean seo.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> |

| Ceist | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd   |
|-------|--|------------------|--|
| 5.    | <p>Teachdaireachd:</p> <ul style="list-style-type: none"> <li>mura h-eil thu air tòiseachadh air smocadh na tòisich ach ma tha thu air tòiseachadh sguir/aon uair 's gu bheil thu air tòiseachadh bidh e gu math doirbh a stad.</li> </ul> <p>Fianais:</p> <p>tha sinn a' faicinn seo me:</p> <ul style="list-style-type: none"> <li>'b' fheàrr leam nach robh mi a-riamh air tòiseachadh...'</li> <li>'mearachd cho mòr a dhèanamh sa chiad àite.'</li> <li>'Tha fios agam nach urrainn dhomh an taghadh agam fhèin atharrachadh a-nis ach nam b' e an-diugh an-dè...'</li> </ul> <p>Tha e soilleir nach eil an sgrìobhadair airson gun dèan an luchd-leughaidh mar a rinn e fhèin.</p> | 2                | <p>Thathar an dùil gum bithear a' bualadh air a' phrìomh theachdaireachd ach gabhar ri beachdan iomchaidh eile.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> <p>Thathar an dùil gum bi oileanaich a' cleachdadh eisimpleirean agus/no a' toirt fianais mar taic</p> |

| Ceist | Freagairt a thathar a' sùileachadh  | Comharran iomlan | Stiùireadh a bharrachd   |
|-------|---|------------------|--|
| 6.    | <p>Structar/Stoidhle</p> <ul style="list-style-type: none"> <li>• tha ceangal air a dhèanamh eadar a' chiad pharagraf far an tug e iomradh air cho moiteil 's a bha e gun deach aige air cùl a chur ri smocadh agus am paragraf mu dheireadh far a bheil e ag aideachadh nach bu chòir dha a bhith pròiseil leis gun do rinn e mearachd cho mòr sa chiad àite/tha aithreachas air. Tha seo cuideachd air a dhaingneachadh leis an abairt 'nam b' e an-diugh an-dè'.</li> <li>• tha e a' cleachdadh ath-aithris ''s iomadh ...' a sealltainn cho mòr 's a tha buaidh an tombaca - air a chleachdadh ann an co-theacsa pearsanta ''s iomadh truaghan.../ ''s iomadh neach'.</li> <li>• chan eil e a' cur crìoch air an t-seantans aig an deireadh (...) airson gum bi aig an leughadair ri smaoinichadh air na bha na inntinn. Tha seo a' brosnachadh an leughadair gus a bhith a' gabhail pàirt anns a' cho-dhùnadh.</li> <li>• Tha an sgrìobhadair a' cleachdadh seantans a tha air a bhriseadh le puingeachadh gus cuideam a chur air a' phrìomh fhiosrachadh nach eil e 'buileach saor'.</li> <li>• mar a tha e ag ràdh ''dh'fheuch''. - tha seo a' sealltainn nach gabh smocadh fheuchainn - tha 'feuchainn' mar thoiseach a' chleachdaidh.</li> <li>• glè onarach/pearsanta - tha e ag aideachadh gu bheil e fhathast na thràill gu ìre/'cha mhòr nach toireadh fàileadh milis, cùbhraidh an tombaca orm tòiseachadh a-rithist'. leughadair ag aithneachadh gu bheil cothrom aca an taghadh ceart a dhèanamh dhaibh fhèin.</li> </ul> | 3                | <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> <p>Thathar an dùil gum bi oileanaich a' cleachdadh eisimpleirean agus/no a' toirt fianais airson nam puingean aca.</p> <p>Aon chomharra an urra airson tri de na freagairtean seo.</p> |

| Ceist |  |  | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd |
|-------|--|--|--|------------------|------------------------|
|       |  |  | <p>Tòna</p> <ul style="list-style-type: none"> <li>• 'beò-ghlacadh' / 'mearachd' / 'mallachd' - faclan làidir a tha a' nochdadh aithreachas.</li> <li>• tha an abairt 'ga choimhead le fadachd nam shùilean' a' nochdadh cianalas/ionndrainn airson an tombaca fhathast ged a tha fios aige gur e rudeigin cho cronail a th' ann.</li> <li>• tha guidhe ann airson luchd-leughaidh nach dèan iadsan an aon mhearachd a rinn esan 'Tha fios agam nach urrainn dhomh an taghadh agam fhèin atharrachadh a-nis' le seo tha an t-aithreachas aige cuideachd soilleir.</li> </ul> |                  |                        |

Teacsa 2 - Ficsean: Bàrdachd

| Ceist |  | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd   |
|-------|--|--|------------------|--|
| 1.    |  | <p>Fianais : cuimhne leam/tha an oidhche dorcha is gailleanach/tha an stoirm cho làidir 's gu bheil i a' togail sglèat.</p> <p>Faireachdainn: Cunnart no eagal no uabhas.<br/> <b>NO</b><br/> A' coimhead air ais - a' smaoinichadh air ais gu àm na òige a bhuail air.</p>  | 1                | <p>Thathar an dùil gum bi oileanaich a' cleachdadh eisimpleirean agus/no a' toirt fianais mar thaic.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> |
| 2.    |  | <p>Tha uaim air a cleachdadh 'bheucach bhagrach' airson barrachd buaidh a chur air fuaimean cruaidh nan connragan mar fuaimean na gaoithe</p> <p>Tha am facal 'deann-ruith' leis a' bhudhair is a' ghnìomhair còmhla air a chleachdadh airson barrachd buaidh a thoirt air an astar luath a tha a' ghaoth a' sèideadh.<br/> <b>NO</b><br/> Deann ruith/gaoth mhòr bheucach bhagrach - pearsanachadh air a chleachdadh mar gu bheil a' ghaoth beò a' cur ris a' chumhachd a th' aice.<br/> <b>NO</b><br/> Sreath bhudhairean a' cur ri neart na gaoithe.<br/> <b>NO</b><br/> Iomradh air ainmean-àite - ga cheangal gu pearsanta ri sgìre a' bhàird.<br/> <b>NO</b><br/> Fuaimealas - gaoth mhòr bheucach bhagrach - neart agus fuaim na gaoithe.</p> | 2                | <p>Aon chomharra an urra airson dhà de na freagairtean seo.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p>  |



| Ceist | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd   |
|-------|--|------------------|--|
| 3.    | <ul style="list-style-type: none"> <li>• Bha e a' faireachdainn sàbhailte o chionn 's gun robh teaghlach làidir mun cuairt air - e eadar athair agus a sheanair/an samhlachas "mar dà acair daingeann"/'cha b' urrainn na siantan mo bhriseadh'.</li> <li>• Bha e mothachail gun robh cunnartan mun cuairt air agus a' bualadh air aig amannan/cha b' urrainn dha theaghlach a dhìon bho gach cunnart - 'sgìursair bhiorach nam frasan' a bha a' bualadh aodann.</li> <li>• Bha an teaghlach a' dèanamh a h-uile càil a b' urrainn dhaibh gus a dhìon agus a stiùireadh tro òige - Bha greim teann aca air a dhà làimh airson 's nach biodh e air a sguabadh air falbh.</li> <li>• M' aodann a dhion - fiù 's ged a bha e eadar athair agus a sheanair bhiodh rudan a' tachairt dha ach ('cha b' urrainn na siantan mo bhriseadh - bha e fhathast làidir/a' faighinn tro na duilgheadasan).</li> <li>• Tha an tràigh a' riochdachadh òige a bha fosgailte agus gun robh feum aige air stiùireadh tro na diofar chunnartan agus mì-chinnt (an stoirm, farsaingeachd na tràghad) a bha mu choinneamh.</li> <li>• Bha e ag ionnsachadh a bhith a' gabhail uallach air a shon fhèin/Bha e feumail dha a bhith a' cur eòlas air cruadal na bheatha òig gus am biodh e air a dheisealachadh airson nan cunnartan a bha ri thighinn nuair a dh'fhàgadh e sàbhailteachd an teaghlach.</li> </ul> | 3                | <p>Thathar an dùil gum bi oileanaich a' cleachdadh eisimpleirean agus/no a' toirt fianais airson nam puingeana aca.</p> <p>Dh'fhaodadh gum bi eisimpleirean/fianais air a thoirt seachad ann an diofar òrdugh chun nam freagairtean an seo.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> <p>No freagairt sam bith eile a tha iomchaidh.</p> |

| Ceist |  | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd   |
|-------|--|--|------------------|--|
| 4.    |  | <ul style="list-style-type: none"> <li>• Bha am bàrd fhèin mar bhàta/an suidheachadh aige mar bhàta ann an droch mhuir - tha e a' cleachdadh faclan me stoirmean, doimhneachd gun ghrunnd, acair, stiùir</li> <li>• Bha am bàrd a' fulang dhuilgheadasan na bheatha nuair a bha e na bu shine; seo na 'stoirmean eile' a bha tighinn air.</li> <li>• 'Bho dhoimhneachd dhorcha gun ghrunnd' tha seo a' sealltainn cho uabhasach 's a bha na duilgheadasan na bheatha 's nach robh e gan tuigsinn</li> <li>• 'S mi gu lèir gun acair' - Bha e leis fhèin/gun taic a bhiodh ga chumail sàbhailte/Cha robh a chàirdean/theaghlach ann airson a chuideachadh/a chumail sàbhailte a-nis/'làmh neo-chinnteach air an stiùir' - cha robh fios aige air mar a bha e dol a dhèiligeadh ris na trioblaidean</li> </ul> | 3                | <p>Aon chomharra an urra airson tri de na freagairtean seo.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> <p>Dh'fhaodadh freagairt ceart simplidh aon chomharra fhaighinn le freagairt a tha nas fharsainge, mionaideach le deagh fhianais agus mìneachadh a bhith airidh air 's dòcha suas gu dà chomharra.</p> |

| Ceist | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd   |
|-------|--|------------------|--|
| 5.    | <ul style="list-style-type: none"> <li>• Tha am facal 'ach' air a chleachdadh airson sealltainn gu bheil piseach air a thighinn gu bheil na duilgheadasan anns na loidhnichean roimhe air a thighinn gu crìch</li> <li>• Tha 'aig a' cheann thall' a' sealltainn gu bheil e air a cheann-uidhe a ruighinn ach nach do ràinig e gun strì</li> <li>• Tha na faclan 'sàbhailte', 'fèath', 'ciùin' a' riochdachadh fois is sìth ann am beatha a' bhàird.</li> <li>• Tha an tràth seachad ag atharrachadh chun an tràth làthaireil 'agus tha fèath ann' airson daingneachadh gu bheil na trioblaidean air a chùlaibh a-nis</li> <li>• Tha na rannan a' fàs nas giorra nuair a tha a' bhàrdachd a' tighinn gu crìch agus mar a tha trioblaidean a bheatha a' tighinn air gus mu dheireadh nach eil ann ach aon loidhne aig an deireadh - nuair a tha e a' sgrìobhadh na bàrdachd agus nuair a tha làn-sheasmhachd is sàsachadh na bheatha air a ruighinn.</li> <li>• Tha suidheachadh a' bhàird air atharrachadh gu tur. Tha seo ri fhaicinn sa choimeas eadar an stoirm aig an toiseach, an stoirm-mara a dh'fhiosraich e mar inbheach agus an suidheachadh sìtheil sa bheil e a-nis.</li> <li>• Tha an 'Linne Chluaidh mar sgàthan' air a bheatha anns am faic e na rudan garbh agus rèidh a dh'fhiosraich e na bheatha</li> </ul> | 3                | <p>Aon chomharra an urra airson trì de na freagairtean seo.</p> <p>Dh'fhaodadh freagairt ceart simplidh aon chomharra fhaighinn le freagairt a tha nas fharsainge, mionaideach le deagh fhianais agus mìneachadh a bhith airidh air 's dòcha suas gu dà chomharra.</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> |

| Ceist |  | Freagairt a thathar a' sùileachadh  | Comharran iomlan | Stiùireadh a bharrachd   |
|-------|--|---|------------------|--|
| 6.    |  | <p>Eisimpleir freagairt:</p> <p>Tha ceanglaichean làidir ar n-òige/ar teaghlaich air leth cudromach ann a bhith a' toirt bun-stèidh làidir dhuinn ach aig deireadh an latha feumaidh sinn ar slighe fhèin a dhèanamh anns an t-saoghal.</p> <p>Tha am bàrd a' cuimhneachadh le spèis air athair agus a sheanair a dh'àraich agus a dhìon e na òige ach mar a dh'fheumadh e dèiligeadh ri trioblaidean an t-saoghail aon uair 's gun do dh'fhàg e an dachaigh.</p> <p>Tha e a' toirt orm a bhith a' coimhead air ais air làithean m' òige fhèin agus a bhith a' beachdachadh air an togail a fhuair mi/Tha e a' toirt orm a bhith a' beachdachadh air an ath cheum a tha romham agus na dùbhlain a bhios mum choinneamh.</p> | 3                | <p>Thèid comharraidhean a thoirt seachad a rèir mar a tha taic agus breithneachadh ag obair còmhla.</p> <p>Thathas a' sùileachadh gum mìnichear an teachdaireachd gu soilleir (1), gun togar/gun dèanar iomradh air a' bhàrdachd gus seo a dhèanamh (1), agus gun seallar gu dè an ire a thathar ag aontachadh rithe (1)</p> <p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> |

[END OF MARKING INSTRUCTIONS]



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**Literature and Writing**

**Advanced Higher**

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## General marking principles for Advanced Higher Gàidhlig: Literature

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

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Markers should take into consideration the suitability of the text(s) chosen by the candidate, which should be complex and sophisticated. Depending on the candidate's approach and depth of analysis, some texts may be self-penalising.
- (e) Assessment should be holistic. There may be strengths and weaknesses in the essay: assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall essay.
- (f) Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band with the candidate's performance.
- (g) Once the appropriate band descriptor has been selected, the assessor should follow this guidance:
  - If the evidence fully meets the standard described, award the highest available mark from the range
  - If the candidate's work just meets the standard described, award the lowest mark from the range.Otherwise, where applicable, the mark should be awarded the middle mark in the range. Where there is no evidence relevant to the task, award a mark of 0.

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

Stiùiridhean Comharrachaidh

ROINN 1: Litreachas

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

## General marking principles for Advanced Higher Gàidhlig: Writing

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

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Markers should take into consideration the form and style of the language used by the candidate, as appropriate to genre.
- (e) Assessment should be holistic. There may be strengths and weaknesses in the essay: assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall essay.
- (f) Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band with the candidate's performance.
- (g) Once the appropriate band descriptor has been selected, the assessor should follow this guidance:
  - If the evidence fully meets the standard described, award the highest available mark from the range.
  - If the candidate's work just meets the standard described, award the lowest mark from the range.Otherwise, where applicable, the mark should be awarded the middle mark in the range. Where there is no evidence relevant to the task, award a mark of 0.

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



Stiùiridhean Comharrachaidh

ROINN 2: Sgrìobhadh

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

[END OF MARKING INSTRUCTIONS]