



National
Qualifications
2018

2018 Gaelic (Learners)

Reading

Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2018

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



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"> Denmark is quite small compared to its European <u>neighbours</u> 	1	Singular not accepted. Plural required.
2.	(a)	<ul style="list-style-type: none"> Green technology Agriculture Architecture/design <p>(Any 2 from 3)</p>	2	
	(b)	<ul style="list-style-type: none"> 20% of energy/power comes from renewable energy Government aims to raise this to 100% by/before 2050 	2	
3.	(a)	<ul style="list-style-type: none"> Happiest country in the world. 	1	
	(b)	<ul style="list-style-type: none"> Meet in houses or cafes (in front of a big warm fire) To chat and eat together With family and friends In front of a big warm fire <p>(Any 3 from 4)</p>	3	
4.	(a)	<ul style="list-style-type: none"> Swim in the outdoor (swimming) <u>pools</u> 	1	Plural required.
	(b)	<ul style="list-style-type: none"> There are more (bikes) than people. <p>OR</p> <ul style="list-style-type: none"> The majority go on bikes to work or school/even if it's raining or snowing 	1	

Question		Expected answer(s)	Max mark	Unacceptable answers
5.		<ul style="list-style-type: none"> • Not a hobby but a way of life • It doesn't matter who you are or what job you do, we all cycle • The country is so flat with good roads for bicycles <p>(Any 1 from 3)</p>	1	
6.	(a)	<ul style="list-style-type: none"> • 84 years ago 	1	
	(b)	<ul style="list-style-type: none"> • Today Lego is the most successful toy company in the world • In 1999 it gained the title 'Toy of the Century' • It is still going from strength to strength <p>(Accept any 2 of 3)</p>	2	
7.	(a)	<ul style="list-style-type: none"> • Long <u>beaches</u> • Large <u>forests</u> • Historical <u>towns/villages</u> <p>(Any 2 from 3)</p>	2	<ul style="list-style-type: none"> • beaches • forests • towns
	(b)	<ul style="list-style-type: none"> • Bring suitable clothes for all weathers 	1	

Question	Expected answer(s)	Max mark	Additional guidance								
8.	<ul style="list-style-type: none"> • A travel guide • A travel/holiday magazine <p>Lots of positive information about the country, painting it in a positive light and making it attractive to visitors.</p> <p>Any other acceptable answers.</p>	2	<p>A mark of 2, 1 or 0 will be awarded for this question.</p> <p>Markers should follow this advice:</p> <table border="1" data-bbox="1178 435 1871 906"> <thead> <tr> <th data-bbox="1178 435 1304 492">Marks</th> <th data-bbox="1304 435 1871 492">Commentary</th> </tr> </thead> <tbody> <tr> <td data-bbox="1178 492 1304 670">2</td> <td data-bbox="1304 492 1871 670">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 answer(s)" column.</td> </tr> <tr> <td data-bbox="1178 670 1304 792">1</td> <td data-bbox="1304 670 1871 792">The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.</td> </tr> <tr> <td data-bbox="1178 792 1304 906">0</td> <td data-bbox="1304 792 1871 906">0 The candidate's answer provides information to be found in the text by simply</td> </tr> </tbody> </table> <p>Candidates should give their answer and back this up with evidence from the text. This evidence should not be information from general knowledge about Denmark or information gleaned from the wording of the questions.</p>	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 answer(s)" column.	1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.	0	0 The candidate's answer provides information to be found in the text by simply
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 answer(s)" column.										
1	The candidate provides an answer that may contain some degree of misreading, but that offers evidence of some justification.										
0	0 The candidate's answer provides information to be found in the text by simply										

Question	Expected answer(s)	Max mark	Additional guidance
9.	<p>Translate into English:</p> <p><i>Tha Copenhagen ... spòrs-uisge fheuchainn.</i> (lines 15 -19)</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>

Question	Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
9.	<u>Unit 1</u> Tha Copenhagen na phrìomh bhaile agus 's e àite beothail, càirdeil a th' ann	Copenhagen is the capital city and it's a lively, friendly place/OR/Copenhagen, the capital city, is a lively, friendly place		Main town
	<u>Unit 2</u> Ie mòran rudan inntinneach ri fhaicinn, gu h-àraidh anns na mìosan as blàithe den bhliadhna.	with many interesting things to see, especially in the warmest months of the year.		
	<u>Unit 3</u> An dèidh geamhraidh fada, fuar is toigh leis na daoine pàirt a ghabhail	After a long, cold winter the people like to take part		People take part
	<u>Unit 4</u> anns na tachartasan agus fèisean a bhios a' gabhail àite air feadh nan sràidean.	in the events and festivals that take place throughout the streets.		On the street/one of the streets
	<u>Unit 5</u> Cuideachd, tha pailteas thràighean ann far an urrainn dhut a h-uile seòrsa spòrs-uisge fheuchainn.	Also, there are plenty of beaches where you can try every kind of water sport.		

[END OF MARKING INSTRUCTIONS]



National
Qualifications
2018

2018 Gaelic (Learners)
Directed Writing
Higher
Finalised Marking Instructions

© Scottish Qualifications Authority 2018

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



General marking principles for Higher Gaelic (Learners) Directed 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) Candidates will write a piece of extended writing in Gaelic 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.
- (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) For each of the sections for writing, the marker should select the pegged mark that most closely describes the candidate's performance.
- (e) 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
- (f) Markers can award the highest pegged mark for writing even if there are minor errors. These 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 based on the candidate's performance.
- (h) 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 one 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. 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. 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>

Detailed marking instructions - Directed Writing

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 INSTRUCTION]



National
Qualifications
2018

2018 Gaelic (Learners)
Listening and Literature
Higher
Finalised Marking Instructions

© Scottish Qualifications Authority 2018

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



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.

Detailed 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"> Parents <u>and</u> teachers 	1	
	(b)	<ul style="list-style-type: none"> That it does not only take place in the classroom Takes place throughout your life (whole life) Takes place in every situation that you can think of <p>(Any 2 from 3)</p>	2	Classroom/school room.
	(c)	<ul style="list-style-type: none"> Considering how we learn as well as what we learn 	1	
	(d)	<ul style="list-style-type: none"> They say it is important to help workers to be/become lifelong learners The training you do is only a start <p>(Any 1 from 2)</p>	1	
	(e)	<ul style="list-style-type: none"> Keep up with new developments/research In <u>information and technologies</u> (which come out every year) 	2	
	(f)	<ul style="list-style-type: none"> (Useful) for the country's economy 	1	Economy.

Item 2

Question		Expected answer(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> Chat/talk to her friends and listen to music 	1	
	(b)	<ul style="list-style-type: none"> She didn't do any exercise <u>after work</u> She ate too many things that weren't good for her (Accept: too much that wasn't good for her/bad for her)/eating unhealthy food 	2	
	(c)	<ul style="list-style-type: none"> She fell in the water <u>often</u>/falling in The (sail) was really heavy <p>(Any 1 from 2)</p>	1	
	(d)	<ul style="list-style-type: none"> She was getting stronger She was keen on it/loved it 	2	
	(e)	<ul style="list-style-type: none"> Made her work harder 	1	
	(f)	<ul style="list-style-type: none"> She really/certainly enjoyed it It was so good seeing pupils getting better/improving (at something) 	2	She enjoys it.
	(g)	<ul style="list-style-type: none"> Got a teaching qualification (for windsurfing) She got financial support/money/funding to open a surf school <p>(Any 1 from 2)</p>	1	

Question		Expected answer(s)	Max mark	Unacceptable answers
	(h)	<ul style="list-style-type: none"> • Five people work there in summer • <u>Local/area's</u> economy • Local/the <u>village</u> hotels • Local <u>businesses</u> • Local people • (In the summer months there are) <u>tourists</u> from around the world <p>(Any 2 from 6)</p>	2	<ul style="list-style-type: none"> • Hotel • Economy

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]