



Teisteanais
Nàiseanta
2019

2019 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.

Marking instructions for each question

Roinn 1 - Leughadh airson Sgrudadh agus Measadh

Ceist		Freagairt a thathar a'sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
1.		<p>Trì a-mach à</p> <ul style="list-style-type: none"> • airson an cruth tìre fhaicinn • dealbhan a thogail de na h-èoin agus am fiadh-bheatha • ionnsachadh mar a b' àbhaist do bheatha anns na h-eileanan a bhith • ionnsachadh mun bhuidh a thug eachdraidh air an àite 	3	
2.	(a)	<ul style="list-style-type: none"> • bhuail i air sgeirean far costa Èirisgeidh 	1	
	(b)	<ul style="list-style-type: none"> • b' e àm a' chogaidh a bh' ann (1) • bha bàtaichean tric a' dol a dhìth aig an àm sin (1) 	2	
3.		<ul style="list-style-type: none"> • Freagairt iomchaidh mar eisimpleir • tha e ag ullachadh an leughadair airson a' chòrr den sgeulachd • tha e a' toirt air an leughadair a bhith ag iarraidh leughadh air adhart • tha e a' glacadh aire an leughadair 	2	
4.		<ul style="list-style-type: none"> • thòisich gèile (1) • bha e doirbh faicinn far an robh iad a' dol (1) 	2	
5.		<p>Dhà a-mach à:</p> <ul style="list-style-type: none"> • chaidh a tolladh gu dona • thòisich uisge a' dòrtadh a-steach • lìon rùm an einnsein le uisge 	2	

Ceist		Freagairt a thathar a'sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
6.		<ul style="list-style-type: none"> • fhuair iad fàilte bhlàth/chòir (1) • fhuair iad deochan teth agus comhfhurtach (1) 	2	
7.		<p>Dhà a-mach à</p> <ul style="list-style-type: none"> • bha gainnead de bhiadh/deoch ann aig an àm (1) • bha stuthan feumail air a' bhàta (1) • bha rudan ann a bhiodh annasach dhaibh, mar eisimpleir motair-baidhseagalan (1) • bha an stuth a bh' ann an asgaidh (1) • cha robh iad a' meas gur e eucoir a bha ann 	2	<ul style="list-style-type: none"> • No freagairt iomchaidh sam bith eile.
8.		<ul style="list-style-type: none"> • chaidh cuid a thoirt don chùirt (airson a bhith ri mèirle) (1) • bha aig feadhainn ri càin a phàigheadh (1) • chaidh feadhainn dhan phrìosan (1) 	3	
9.	(a)	<ul style="list-style-type: none"> • bha e air a mheas èibhinn agus tlachmhor (1) • chaidh film a dhèanamh a bha stèidhichte air (1) 	2	
	(b)	<ul style="list-style-type: none"> • chaidh ainmeachadh airson duais BAFTA (1) • tha e a' nochdadh ann an clàran de na deich filmichean Albannach a b' fheàrr riamh (1). 	2	
	(c)	<ul style="list-style-type: none"> • bha barrachd fianais air nochdadh bhon a' chiad fhilm (1) • cha robh cothrom ann dathan an eilein a thaisbeanadh sa chiad fhilm (1)/oir chaidh a dhèanamh ann an dubh agus geal (1) 	2	

Ceist		Freagairt a thathar a'sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
10.		<ul style="list-style-type: none"> tro bhith a' coimhead nam prògraman aithriseach (a chaidh a chraoladh) (1) a dhol gu fèis a bhios a' comharrachadh an tachartais (1) 	2	
11.		<p>thug i seachad tòrr fiosrachaidh:</p> <ul style="list-style-type: none"> mun bhàta fhèin 'bha deagh chliù aig a' bhàta...' (1) mun tubaist 'Chaidh milleadh mòr a dhèanamh air a' bhàta...' (1) mu mar a tha an sgeulachd ainmeil ann an saoghal leabhraichean/filmichean 'Chaidh leabhar a sgrìobhadh...' 'Chaidh film a dhèanamh...' (1) <p>chleachd i àireamhan mar deitichean 'air a' cheathramh latha den Ghearran 1941...' (1)</p> <p>chaidh a sgrìobhadh ann an dòigh tarraingeach (1)</p> <p>chaidh a sgrìobhadh ann an cànan a bha furasta a thuigsinn (1)</p> <p>bha seantansan fada agus goirid innte (1)</p> <p>thug i iomradh air tachartasan an-diugh agus an-dè (1)</p>	3	<ul style="list-style-type: none"> No freagairt iomchaidh sam bith eile. <p>Feumaidh co-dhiù 2 phuing agus 1 fhianais a bhith san fhreagairt</p>

[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 based on the text and task.

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

Marking principles 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
The candidate demonstrates:							
Knowledge and Understanding	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
Relevance	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
Analysis	a thorough awareness of the writer's techniques through analysis, consistently making confident use of critical terminology very detailed and thoughtful explanation of stylistic devices supported by a range of well-chosen references and/or quotations	a very good awareness of the writer's techniques through analysis, making confident use of critical terminology detailed and/or thoughtful explanation of stylistic devices supported by well-chosen references and/or quotations	a sound awareness of the writer's techniques through analysis, making good use of critical terminology detailed explanation of stylistic devices supported by appropriate reference and/or quotation	an awareness of the writer's techniques through analysis, making some use of critical terminology explanation of stylistic devices supported by some appropriate reference and/or quotation	some awareness of the more obvious techniques used by the writer through explanation attempts to use critical terminology, although this may be inappropriate description of some stylistic devices followed by some reference and/or quotation	little or no analysis of the techniques, focusing mainly on content no attempts to use critical terminology, but when present, these are inappropriate no description of stylistic devices with no reference and/or quotation	no analysis of the literary techniques, focusing only on content

	20-19	18-16	15-13	12-10	9-7	6-4	3-1
	The candidate demonstrates:						
Evaluation	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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- (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.

Marking instructions for each question

Ceist		Freagairt a thathar a'sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
1.		<ul style="list-style-type: none"> tha na milleanan/'àireamh uabhasach mòr' air na filmichean aig Danaidh MacAsgaill fhaicinn (1) 	1	
2.		<ul style="list-style-type: none"> gur e am fear as ainmeile (1) agus as eagalaiche a tha e air a chruthachadh (1) 	2	
3.	(a)	<ul style="list-style-type: none"> ag iomradh bàta (a dh'ionnsaigh nam beann) 	1	
	(b)	<ul style="list-style-type: none"> dhà à: cleasan agus leumannan (1) thairis air aibhnichean agus creagan (1) bha e a' dìreadh (1) 	2	
4.		<ul style="list-style-type: none"> tha an talamh cho creagach (1) tha na ceumannan cho caol (1) 	2	
5.		<ul style="list-style-type: none"> thuiteadh e do na glinn (1) mìle meatair shìos fodha (1) 	2	
6.		<ul style="list-style-type: none"> cha do chleachd e uidheam sam bith (a chùmadh sàbhailte e) (1) thug e dheth ròpa (1) 	2	
7.	(a)	<ul style="list-style-type: none"> bidh cuid a' dèanamh rud sam bith airson a sheachnadh (1) bidh cuid dìreach a' stad/chan urrainn dhaibh gluasad/air an ragachadh leis an eagal (1) 	2	
	(b)	<ul style="list-style-type: none"> bheir e spionnadh dhaibh (1) gheibh iad tlachd às (1) 	2	
8.		<ul style="list-style-type: none"> damhain-allaidh (1) deuchainnean (1) 	2	
9.		<ul style="list-style-type: none"> gum feum daoine dèiligeadh ri na tha a' cur eagal orra (1) le fianais (1) gu bheil buaidh eadar-dhealaichte aig an eagal air diofar dhaoine (1) le fianais (1) 	2	Gabh ri freagairt iomchaidh sam bith ach feumaidh aon bheachd agus aon fhianais a bhith ann

[END OF MARKING INSTRUCTIONS]