



National
Qualifications
2019

2019 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) 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.

Marking instructions for each question

Section 1 - Reading

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.			<ul style="list-style-type: none"> • it gives pleasure • you can make a big difference and are always learning • opportunities for travel and to progress/for promotion • inspiring and educating the next generation <p>Any 3 from 4</p>	3	
2.			<ul style="list-style-type: none"> • encourage young learners to do their best • gain knowledge of how the brain learns, especially how young people learn • to research teaching methodologies to attract pupils' interest and attention • prepare themselves to deliver the curriculum to different ages and stages 	4	
3.	(a)		<ul style="list-style-type: none"> • she decided to change career after spending 10 years as a manager/in a marketing company 	1	
	(b)		<ul style="list-style-type: none"> • she could advise her pupils on what skills and qualities employers are looking for, in school leavers • she has experience in interviews and can help pupils with their own interview skills 	2	
4.	(a)		<ul style="list-style-type: none"> • it remains the most common way to enter into the profession • especially if you are aiming to teach in Scottish secondary schools 	2	

Question			Expected response	Max mark	Additional guidance
					Do not accept:
	(b)		<ul style="list-style-type: none"> at the very least you need to have a university degree/Higher English and Nat 5 Maths 	2	
	(c)		<ul style="list-style-type: none"> good communication and organisational skills good at working with others helpful if you have other skills you can offer 	3	
5.			<ul style="list-style-type: none"> challenging and tiring with very busy weeks most of the time there aren't enough hours in the day to get everything done 	3	
6.			<ul style="list-style-type: none"> learn about new technology keep up with the newest developments in education record pupils' levels <p>Any 2 from 3</p>	2	
7.			<ul style="list-style-type: none"> helping young people in their life's journey seeing them making progress in lessons, social skills and how they view the world <p>Any 1 from 2</p>	1	

Question		Expected response	Max mark	Additional guidance									
8.		<ul style="list-style-type: none"> the author's purpose in writing this article is to attract people to the teaching profession. It lists the positives of the job initially, uses the personal account of a teacher as evidence and provides information on university entry requirements the article is a persuasive piece and aims to encourage people into the profession the reader's eye is initially caught by the alliteration in the title and the string of rhetorical questions in the opening paragraph which are designed to make you consider teaching as a positive and possible option the mention of opportunities for travel abroad further serve to attract people into the profession and also that teaching is not simply for young graduates, there is a place for people with a wide variety of life/work experiences the style of the article is journalistic; factual and informative, similar to what may be seen on an information leaflet or flyer at a careers fayre the tone is serious the article attempts to give a reasonably realistic picture by also commenting on some of the more demanding aspects of the job such as the long hours and weekend work. This serves to dissuade people who may not be inclined to take on this aspect of the job despite the demanding aspects of the job, the article finishes on a positive note, leaving the reader to consider teaching as a positive career option 	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 answers 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 answers 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 response	Max mark	Additional guidance
9.	<p>Translate the underlined section into English: (lines 21-28)</p> <p><i>Ma tha ùidh agad...anns an Rìoghachd Aonaichte.</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>Unit 1</p> <p><i>Ma tha ùidh agad ann an siubhal agus tha thu airson barrachd den t-saoghal fhaicinn,</i></p>	<p>If you are interested in/have an interest in travel and want to see more of the world,</p>	<p>If you want to/would like to travel and see the world,</p>	
<p>Unit 2</p> <p><i>le teisteanas teagaisg Albannach, thèid agad air obair fhaighinn ann an sgoiltean eadar-nàiseanta air feadh an t-saoghail</i></p>	<p>with a Scottish teaching qualification, you will be able to find work in international schools throughout the world</p>	<p>with a Scottish teaching certificate/you can find a job in international schools around the world</p>	<p>You will go to find a job</p>
<p>Unit 3</p> <p><i>(far am bi clasaichean air an teagasg tro mheadhan na Beurla).</i></p>	<p>(where classes are taught through the medium of English).</p>	<p>(where classes are taught in English).</p>	
<p>Unit 4</p> <p><i>Tha iomadh companaidh ann a chuidicheas le bhith a' gluasad do dhùthaich chèin.</i></p>	<p>There are many companies who (can) help with moving to a foreign country.</p>	<p>There is many a company who will help you to move to a foreign country.</p>	
<p>Unit 5</p> <p><i>Bheir seo cothrom dhut a bhith a' faicinn chultaran ùra, ag ionnsachadh chànan ùra,</i></p>	<p>This will give you the opportunity/this provides the opportunity to see new cultures, learn new languages,</p>	<p>You will get the opportunity to see new cultures, learn a new language,</p>	<p>to be seeing to be learning</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 6</u> <i>agus a bhith a' faighinn tuigse nas fheàrr air dòighean-beatha eadar-dhealaichte.</i>	and to gain/get a better understanding of different lifestyles.	and understand different ways of a better life.	to be getting
<u>Unit 7</u> <i>Mar thoradh air an eòlas a gheibh thu</i>	As a result of the experience you will gain	As an outcome of the experience you will get	
<u>Unit 8</u> <i>a' fuireach agus ag obair thall thairis</i>	living and working abroad		
<u>Unit 9</u> <i>bidh buannachdan agad a bharrachd air daoine eile</i>	you will have advantages over others	you will have great benefits	
<u>Unit 10</u> <i>ma thilleas tu air ais dhachaigh airson obair fhaighinn anns an Rìoghachd Aonaichte.</i>	if you return back home to get a job in the United Kingdom.	if you come back home to the UK/ to get a job.	

[END OF MARKING INSTRUCTIONS]



National
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2019

2019 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.

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- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (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. 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.

Marking instructions for each question - Listening

Item 1

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> • (when it started the scheme) had 17 apprentices but it has now been extended/increased to more than 40 apprentices 	1	
	(b)		<ul style="list-style-type: none"> • <u>Education</u> and (Children's <u>Services</u>)/sector/department • <u>Technical Services</u> • <u>Financial</u> Department <p>Any 2 from 3</p>	2	Technology
	(c)		<ul style="list-style-type: none"> • MG Alba is offering/giving apprenticeships in media (in collaboration with Comhairle nan Eilean Siar) accept - <u>training</u> 	1	
	(d)		<ul style="list-style-type: none"> • when the scheme started it was oversubscribed/too many applicants for places available 	1	
	(e)	(i)	<ul style="list-style-type: none"> • population decline in the islands 	1	
		(ii)	<ul style="list-style-type: none"> • young people will stay on Island • they will contribute to <u>community</u> and the <u>economy</u> of the islands • they will have jobs with good pay <p>Any 1 from 3</p>	1	

Question			Expected response	Max mark	Additional guidance
					Do not accept:
	(f)		<ul style="list-style-type: none"> • Certificate/qualification on completion of training • Degree (by distance learning) • weekly Gaelic lessons are offered/develop Gaelic skills <p>Any 2 from 3</p>	2	
	(g)		<ul style="list-style-type: none"> • he praised the work of the council for the way they provided job opportunities for young people • to see more progress in the future • that young people stay in the islands <p>Any 1 from 3</p>	1	

Item 2

Question			Expected response	Max mark	Additional guidance
					Do not accept:
2.	(a)		<ul style="list-style-type: none"> • Head teacher in a high school in Glasgow • was a History teacher 	2	
	(b)		<ul style="list-style-type: none"> • to consider how schools could be improved • to give pupils more opportunities in the world of work • to study education systems around the world • to find out what other countries are doing well • to find out what we can learn from them • to find out what other countries could learn from us <p>Any 3 from 6</p>	3	
	(c)		<ul style="list-style-type: none"> • a group of teachers from China came to visit schools in Scotland • pupils and teachers will visit each other every two years 	2	
	(d)		<ul style="list-style-type: none"> • talking to the head teachers • learning about the curriculum and teaching methods • finding out what was different in their schools • finding out how they were run <p>Any 3 from 4</p>	3	

Question			Expected response	Max mark	Additional guidance
					Do not accept:
	(e)	(i)	<ul style="list-style-type: none"> • they behaved the same as our own children • running, jumping and shouting (need all three) 	2	
		(ii)	<ul style="list-style-type: none"> • they want to travel • they want to learn from other countries 	2	
		(iii)	<ul style="list-style-type: none"> • their teaching methods/styles are slightly different • <u>we use</u> more technology in our classrooms 	2	
	(f)		<ul style="list-style-type: none"> • pupils remain in the same classroom all day • the teachers move about (rooms) • pupils have their lunch in the classroom <p>Any 2 from 3</p>	2	
	(g)		<ul style="list-style-type: none"> • all their lessons are taught in English • they learn Spanish (as a third language) 	2	

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

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- (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.

Marking instructions - Discursive 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]