



National  
Qualifications  
2019

---

**2019 Gàidhlig**  
**Sgrùdadh**  
**Advanced Higher**  
**Finalised Marking Instructions**

© Scottish Qualifications Authority 2019

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).



## 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>B' àbhaist dha a bhith '<i>ag obair air an telebhisean</i>' agus mar sin, bha e '<i>aithnichte...ainmeil</i>'.</p> <p>Tha an sgrìobhadair a-nis, gu ìre mhòir, air cùl a chur ris an telebhisean: '<i>S gann gum bi mi fhìn a' coimhead telebhisean idir / 'cha bhi mi a' toirt sùil air mòran</i>'</p>  | 2                |                        |
| 2.    |  | <p>B' àbhaist dhuinn ar fiosrachadh fhaighinn bhon telebhisean (mar eisimpleir, na naidheachdan aig deich uairean) ach a-nis chì sinn na naidheachdan '<i>gach mionaid dhen latha</i>' air an eadar-lìon.</p> <p>Air an telebhisean bha (agus tha) prògraman ann aig amannan sònraichte. Chì sinn na prògraman sin air an eadar-lìon '<i>aig àm sam bith a thogras tu fhèin</i>'.</p> | 2                |                        |

| Ceist |  | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd               |
|-------|--|--|------------------|--------------------------------------|
| 3.    |  | <p>Tha an sgrìobhadair a' dèanamh ceangal eadar an t-eadar-lìon agus an suidheachadh sin. (<i>'mar a bha an telebhisean sna seann làithean'</i>). Bha <i>'monopoly'</i> aig a' chompanaidh-telebhisein dhan robh e ag obair a thaobh sanasachd agus bha e mar sin air leth beairteach agus cumhachdach.</p> <p>Tha an t-eadar-lìon (air an aon dòigh 's a bha an telebhisean) fo smachd bhuidhnean corporra mar <i>Google, Amazon</i> agus <i>Facebook</i> (smachd a tha <i>'a' sior fhàs gach latha.'</i>) Tha an <i>'saoghal dealanach'</i> (na companaidhean mòra) air grèim fhaighinn air <i>'saoghal ar cultair'</i>.</p> | 2                | Gabh ri freagairtean iomchaidh eile. |

| Ceist | Freagairt a thathar a' sùileachadh  | Comharran iomlan | Stiùireadh a bharrachd  |
|-------|---|------------------|---|
| 4.    | <p><i>Eisimpleirean de fhreagairtean:</i></p> <p><b>' dhùineadh an telebhisean sìos is rachadh daoine dhan leabaidh'</b> - tha an sgrìobhadair gu h-èifeachdach a' sealltainn cho simplidh 's a bha beatha mus tàinig leudachadh mòr air an telebhisean/mus deach an t-eadar-lìon a chruthachadh.</p> <p><b>' tha taghadh againn (mas e sin a th' ann) eadar 900 sianal'</b> - tha an sgrìobhadair ag innse dhuinn gu bheil taghadh do-chreidsinneach againn a thaobh dè choimheadas sinn air an telebhisean ach tha e an uair sin a' ceasnachadh an e taghadh dha-rìribh a th' ann. Tuigidh sinn gu bheil e den bheachd nach eil mòran as fhiach coimhead air na sianalan seo.</p> <p><b>' luchd-ealain mar Lionel Messi'</b> - tha an sgrìobhadair den bheachd gur e fear-ealain a th' anns a' chluicheadair ball-coise seo. Tha an taghadh-facail seo annasach agus tha e mar sin a' toirt am follais am meas mòr a th' aig an sgrìobhadair air sàr-sgilean chluicheadairean de leithid. <u>'S i an 'ealain' seo cha mhòr an aon rud a tha a' toirt air am bogsa a chur air.</u></p> <p><b>' Bha aisling ann...'</b> - tha am facal seo ag innse dhuinn gun robh dòchas mòr ann a thaobh an eadar-lìn nuair a thàinig e gu bith an toiseach. Tha am facal a' nochdadh dhuinn ge-tà gur e dòchas faoin a bh' ann.</p> | 2                | <p><i>Gabh ri freagairt iomchaidh sam bith a tha a' sealltainn mar a tha taghadh-facail a' neartachadh argamaid an ùghdair.</i></p> |

| Ceist | Freagairt a thathar a' sùileachadh  | Comharran iomlan | Stiùireadh a bharrachd                   |
|-------|---|------------------|--|
| 5.    | <p><i>Eisimpleirean de fhreagairtean:</i></p> <p><i>'dh'fhosgail na dorsan mòra'.</i> Ron mheatafor seo, bha an sgrìobhadair a' sealltainn mar a bha adhartas a thaobh an telebhisein slaodach. Cha robh ach dà shianal ann agus thigeadh craoladh gu stad gach oidhche. (1)</p> <p><i>'An uair sin, dh'fhosgail na dorsan mòra'.</i> Tha am metafor seo a' toirt am follais gun tàinig leudachadh anabarrach mòr air saoghal an telebhisein gu h-obann/'S iad <i>'Sianal a Ceithir...Sky...craoladh fad oidhche, ...900 sianal'</i> na thàinig tro <i>'na dorsan mòra'</i> a dh'fhosgail. (1)</p> <p><i>'tha e (an t-eadar-lìon) mar leabharlann le geàrd aig gach doras gad stiùireadh an taobh seo no an taobh ud eile'.</i> Tha an sgrìobhadair a' cleachdadh an t-samhla seo gus gnòthach doirbh (<i>algorithms</i>) a mhineachadh dhuinn. (1)</p> <p>Tha an t-eadar-lìon mar leabharlann ach nach fhaigh sinn dhan rud a tha sinn a' sireadh leis gu bheil geàrd (<i>algorithms</i>) gar tarraing bho na tha nar n-amharc/ a' feuchainn ri ar stiùireadh gu rudan a bhiodh tarraingeach ach, 's dòcha, nach biodh feumail dhuinn. (1)</p> | 2                | <i>Gabh ri freagairt iomchaidh eile.</i> |

| Ceist | Freagairt a thathar a' sùileachadh  | Comharran iomlan | Stiùireadh a bharrachd                   |
|-------|---|------------------|--|
| 6.    | <p><i>Eisimpleirean de fhreagairtean:</i></p> <p>Tha an sgrìobhadair <u>a' sgrìobhadh gu dìreach chun an leughadair</u>: ' <i>'S dòcha nach eil cuimhn' agaibh...</i>' Tha seo a' toirt air an leughadair ceangal a dhèanamh ris fhèin/ri brìgh na h-artaigil.</p> <p>Tha <u>eòlas/seallaidhean pearsanta</u> a' cur taic ris na puingeann a tha an sgrìobhadair a' dèanamh: <i>' Uaireigin dhem shaoghal bha mi ag obair air an telebhisean...'</i> / <i>' Bha mise ag obair aig companaidh telebhisein aig an robh cumhachd sanasachd do-chreidsinneach...'</i> / <i>' Buinidh iad (mo chuid chloinne) gu soilleir dhan ghinealach òg...'</i></p> <p>Tha an sgrìobhadair a' cleachdadh <u>tòna</u> a tha tric aotrom ged a tha e a' dèiligeadh ri cuspair a tha car trom. Tha seo a' toirt togail dhan artaigil agus ga dèanamh nas tarraingiche. Chì sinn seo nuair a tha e deònach magadh a dhèanamh air fhèin (<i>' bha mi ...aithnichte - mar a thuirt am bodach faoin eile' / ' bha thu ainmeil air an t-sitig agad fhèin'</i>).</p> | 3                | <i>Gabh ri freagairt iomchaidh eile.</i> |

| Ceist | Freagairt a thathar a' sùileachadh  | Comharran iomlan | Stiùireadh a bharrachd |
|-------|---|------------------|------------------------|
|       | <p>Tha an sgrìobhadair a' cleachdadh faclan agus abairtean <u>Beurla</u> aig amannan (mar eisimpleir: '<i>monopoly</i>'/'<i>It's a licence to print money.</i>'/'<i>off-grid</i>'). Tha e a' dèanamh seo air sgàth 's nach eil e furasta na faclan agus na h-abairtean seo a chur gu Gàidhlig/air sgàth 's gu bheil na faclan agus na h-abairtean seo gu math cudromach anns an argamaid aige agus tha e airson ar n-aire a thoirt dhaibh.</p> <p>Tha an sgrìobhadair a' cleachdadh <u>ath-aithris</u> gus ar n-aire a thoirt do phuingean cudromach. Chì sinn seo anns a' cho-dhùnadh: '<i>Cha bu chòir dha bhith mar seo...</i>'/'<i>Ach cha bu chòir gum bi againn...</i>' Le seo a dhèanamh, tha e a' toirt oirnn tuigsinn nach bu chòir dhuinn gabhail ris an t-suidheachadh a th' ann idir agus gum bu chòir dhuinn strì a dhèanamh gus an suidheachadh seo a leasachadh.</p> <p>Tha an sgrìobhadair a' cleachdadh <u>puingeachadh</u> gu sgìleil, mar eisimpleir gus ceistean a chur oirnn. '<i>Tha sinn air ar beatha a shìneadh a-null gu saor-thoileach(?) gu buidhnean corporra</i>'. Tha an sgrìobhadair ag aideachadh gur sinne a thagh an t-eadar-lìon a chleachdadh ach tha an comharra-ceist seo a' toirt seachad a bheachd gur dòcha nach robh roghainn againn - bhiodh e eagalach doirbh san t-saoghal sa bheil sinn beò gun an t-eadar-lìon a chleachdadh/an robh fios againn gun tachradh mar a thachair nan cleachdadh sinn an t-eadar-lìon?</p> |                  |                        |



| Ceist | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd |
|-------|--|------------------|------------------------|
|       | <p>Tha an sgrìobhadair a' cleachdadh <u>coimeas/caochladh</u> gu sgìleil. Tha an t-eadar-lìon mar a bha an telebhisean leis gu bheil e a' faighinn smachd air ar beatha. Air a chaochladh: tha e furasta a bhith beò às aonais an telebhisein san latha an-diugh ach bhiodh e glè dhoirbh an t-eadar-lìon a sheachnadh.</p> <p>Tha an sgrìobhadair a' cruthachadh <u>tìotal</u> freagarrach: '<i>An t-Eadar-lìon: Saorsa no Daorsa?</i>'. Tha an artaigil a' foillseachadh dhuinn mar a tha an t-eadar-lìon air saorsa a thoirt dhuinn (mar eisimpleir a thaobh mar a gheibh sinn na naidheachdan as ùire) ach mar a tha e ar cur fo <b>dhaorsa</b> nan companaidhean mòra (tha fios aca '<i>cuin agus càit an do rugadh sinn; na cleachdaidhean làitheil a th' againn...</i>')</p> <p>Tha an sgrìobhadair a' tighinn gu <u>co-dhùnadh làidir</u>: tha an suidheachadh seo ceàrr agus feumar atharrachadh.</p> |                  |                        |

| Ceist |  | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd  |
|-------|--|--|------------------|---|
| 7.    |  | <p><i>Eisimpleirean de fhreagairtean:</i></p> <p>Tha an t-eadar-lìon feumail (me, ann a bhith a' toirt fiosrachadh dhuinn nuair a thogras sinn fhèin) ach tha companaidhean mòra air brath a ghabhail air gus smachd fhaighinn oirnn.</p> <p>Tha an t-àm aig riaghaltasan ('s e ceist phoilitigeach a th' ann') rudeigin a dhèanamh mu seo: feumar 'laghan a stèidheachadh'.</p> | 2                | <p><i>Gabh ri freagairt iomchaidh sam bith a dh'fhaodas a bhith air a fìrinneachadh mar <u>phrìomh</u> theachdaireachd.</i></p> |

Teacsa 2 – Ficsean: Bårdachd

| Ceist |  | Freagairt a thathar a' sùileachadh  | Comharran iomlan | Stiùireadh a bharrachd |
|-------|--|---|------------------|------------------------|
| 1.    |  | <p><b>aonranas/iomallachd</b></p> <ul style="list-style-type: none"> <li>- tha 'nam aonar' ann an loidhne leis fhèin. Tha seo a' cur cuideam air an fhaireachdainn seo</li> <li>- 'Os cionn fuaim a' bhaile mhòir' ged a tha sluagh mun cuairt air (no fodha) tha e mar gu bheil e leis fhèin/dealaichte bhuapa/a' coimhead sìos orra</li> </ul> <p><b>meòrachail/trom-chùiseach</b></p> <ul style="list-style-type: none"> <li>- 'dorchadas mo sheòmair', air an oidhche, leis fhèin is ann an sunnd ìseal</li> <li>- 'sàmhchair a' bualadh air mo cheann' tha e follaiseach gu bheil rudeigin a' dèanamh dragh dha, no smuain dubhach a th' aige</li> </ul> | 2                |                        |

| Ceist |  | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd |
|-------|--|--|------------------|------------------------|
| 2.    |  | <p>'Fuachd air gach taobh dhìom' - a' cur an cèill gu bheil e air a chuirteachadh le buaireadh/mar gu bheil e glaiste na sheòmar is an fhuachd ga chumail a-steach/tha pearsanachd anns an fhuachd - mar gu bheil i a' cumail sùil air</p> <p>'gheàrd garbh a' gheamhraidh' tha am facal geàrd a' cur ris a' bheachd gu bheil am bàrd a' faireachdainn mar phrìosanach na sheòmar, is am facal garbh a' toirt oirnn smaoinachadh gu bheil an geàrd gun faireachdainn no tròcair/tha an uaim leis an fhuaim cruaidh 'g' a' sealltainn mar a tha an fhuachd a' bagairt air</p> | 2                |                        |

| Ceist | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd |
|-------|--|------------------|------------------------|
| 3.    | <p><i>Tri à:</i><br/>Tha cogais a' bhàird ag obair air air sgàth droch rud a thachair 'gun chomas cadail'/tha an uaim a' cuir cuideam air a' bhuaidh a tha aig a' chiont air</p> <p>Tha an taghadh-facail/pearsanachadh/uaim seo-'smuaintean is seallaidhean'/'cuimhne chumhachdach' a' nochdadh gu bheil an rud a thachair glacte na dhealbh eagalach na inntinn agus chan urrainn dha faighinn seachad air</p> <p>Tha an taghadh-facail 'nam shineadh, rag' a' sealltainn gu bheil e glacte agus nach urrainn dha gluasad air adhart na bheatha</p> <p>Tha an ath-aithris 'ruidhle mun cuairt 's mun cuairt' a' sealltainn gu bheil na thachair na bheatha a' tighinn thuige as ùr mar dealbh beò na inntinn</p> | 3                |                        |

| Ceist |  | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd  |
|-------|--|--|------------------|---|
| 4.    |  | <p>Tha ìomhaigheachd de rudan co-cheangailte ri sabaid/sgeinean/lotan/murt = 1 chomharra</p> <p><i>Eisimpleirean:</i></p> <p>'tha an t-sàmhchair a' bualadh air mo cheann.' Tha e mar gu bheil strì ann air an taobh a-muigh agus a' feuchainn ri faighinn a-steach</p> <p>'Gathan a' sàthadh' Tha pian ann agus tha e a' briseadh troimhe/tha e a' tachairt barrachd air aon turas</p> <p>'faobhar geur' a' ceangal nam faireachdainnean aige ri sgian/biodag a tha a' dol nas doimhne sa chorp</p> <p>'lot às dèidh lot'/'dearg' Tha iad a' cur an cèill gu bheil an t-sabaid air tighinn gu ceann fuilteach/gu bheil murt ann</p> | 3                | Aon chomharra airson iomradh air an ìomhaigheachd agus dà chomharra airson fianais. |

| Ceist | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd |
|-------|--|------------------|------------------------|
| 5.    | <p>A dhà à:</p> <p>Tha am bàrd aginnse gu bheil e ann an 'staing' agus tha seo a' sealltainn gu bheil inntinn agus a bheatha nam bùrach agus gu bheil e a' strì ri rian a chumail air na smuaintean agus an t-suidheachadh aige</p> <p>Tha e a' cleachdadh 'salach' airson 's gun tuig sinn gu bheil na smuaintean agus faireachdainnean aige mì-fhallain</p> <p>Tha e a' cleachdadh na h-abairt 'ga shìor thogail fhèin' (a tha mar phearsanachadh) is a' cur an cèill nach eil smachd aige air an aithreachas a tha ga lionadh</p> <p>Tha e a' cleachdadh na h-abairt 'nach gabh sguabadh' airson sealltainn nach fhaigh e cuidhteas a' chiont seo, a dh'aindeoin gach oidhirp a tha e a' dèanamh</p> <p>Tha "a-chaidh" a' sealltainn nach fhaigh e gu bràth fuasgladh</p> | 2                |                        |

| Ceist | Freagairt a thathar a' sùileachadh   | Comharran iomlan | Stiùireadh a bharrachd               |
|-------|--|------------------|--------------------------------------|
| 6.    | <p><i>Eisimpleirean de fhreagairtean:</i></p> <p>A' bhuidh a tha aig 'cogais' oirnn/'cìont' / 'aithreachas'<br/> Teachdaireachd - chan urrainn dhut na faireachdainnean seo a sheachnadh, tha iad aig meadhan do bheatha</p> <p>Aonaranas - (tha a' bhàrdachd a' tòiseachadh le 'nam aonar')<br/> Teachdaireachd - tha e ag adhbharachadh thrioblaidean nar beatha</p> <p>Trom-inntinn - tha iomradh air 'fuachd' agus 'dorchadas'<br/> Teachdaireachd - gu bheil tinneas san inntinn a cheart cho dona ri tinneas sa chorp agus cuideachd ag adhbharachadh pian</p> <p>Eu-dòchas - 'nach gabh sguabadh às a-chaidh'<br/> Teachdaireachd - nuair a tha sinn ann an staing tha e gu math doirbh fuasgladh fhaighinn no fhaicinn</p> | 3                | Gabh ri freagairtean iomchaidh eile. |

[END OF MARKING INSTRUCTIONS]





National  
Qualifications  
2019

---

**2019 Gàidhlig**  
**Litreachas agus Sgrìobhadh**  
**Advanced Higher**  
**Finalised Marking Instructions**

© Scottish Qualifications Authority 2019

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).



## 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  |
|-------------------|--|--|--|---|---|---|---|--|
| <b>Sgrìobhadh</b> | <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]