



National
Qualifications
2019

2019 Gàidhlig
Leughadh
Higher
Finalised Marking Instructions

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General marking principles for Gàidhlig Reading Higher

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Candidates gain marks for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language.
- (d) Candidates should use their own words as far as possible, unless the candidate is discussing or analysing a quotation.
- (e) Accept answers other than those in the marking instructions, as long as they are relevant and appropriate. Award marks according to the accuracy and relevance of the candidate's response.
- (f) In the final question, candidates gain marks for their ability to infer and summarise the ideas of the whole text.
- (g)
 - (i) For questions that ask simply 'Carson...', candidates must give a brief, accurate response/name.
 - (ii) For questions that ask candidates 'Minich...' or ask 'Ciamar...', they must identify cause and effect and/or make relationships between things clear.
 - (iii) For questions that ask candidates 'Seall mar a tha...', they must identify features of language and discuss their relationship with the ideas of the passage as a whole. Features of language might include, for example word choice, imagery, tone, sentence structure, punctuation, sound techniques.
 - (iv) For questions that ask 'Carson, nad bheachd...', candidates must make a personal judgement based on the text and task.

Stiùiridhean Comharrachaidh

Sgeama ceartachaidh

Ceist		Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
1.		<p>A dhà a-mach à</p> <ul style="list-style-type: none">• tha am facal 'cuimhneachain' a' sealltainn gu bheil rudan a chunnaic/a rinn e roimhe a-nise a' tilleadh thuige• 'a sheanair agus a sheanmhair...'/iomradh air teaghlach - Tha e a' smaoinichadh air ais air daoine a bha cudromach dha anns a' bhaile• 'a' buain na mòna agus a' togail a' bhuntàta' - ag ainmeachadh ghnìomhan anns am b' àbhaist dha a bhith an sàs• 'cho sona 's a bha an dithis ghillean òga a bha ag obair còmhla riutha' - Thug an t-àite seo toileachas dha fhèin (agus dha charaid) na òige	2	

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
2.	<p>A trì a-mach à</p> <p>Iomhaigheachd</p> <p>'bha e air a pheantadh le meirg' - cha deach an geata a pheantadh airson ùine mhòr agus tha e ann an droch staid. Tha seo a' samhlachadh milleadh no bàs - 's e rabhadh a tha seo nach eil duine air coimhead às dèidh an taighe</p> <p>'thuit criomagan ruadh gu làr.' - Bha e mar gu bheil cùisean a' tuiteam às a chèile air Calum/Tha na pìosan meirgeach a' sealltainn gu bheil rudeigin nas motha ceàrr/air a mhilleadh</p> <p>'nuair a chuir e a làmh air' - tha esan air an rud a mhilleadh mar a tha e air a theaghlach a bhriseadh</p> <p>Taghadh-facail</p> <p>'iomagaineach' - Facal a tha a' sealltainn nach eil e cofhurtail</p> <p>Structar-seantans</p> <p>'Thionndaidh e gu h-obann agus e cinnteach gun robh cuideigin...' Tha e a' faireachdainn mar gu bheil cuideigin ga choimhead. Tha an tri-phuing (eilipsis) ann airson sealltainn gun do chuir Calum an smuain seo a-mach às a cheann air sgàth 's gun robh e mì-chofurtail</p> <p>'Dè bha ga fhàgail cho iomagaineach?' - Tha a' cheist gun fhreagairt a' sealltainn nach eil e cinnteach dè tha ceàrr/tha Calum ga cheasnachadh fhèin mu ciamar a bha e a' faireachdainn.</p>	3	

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
3.	<p>A dhà a-mach à</p> <ul style="list-style-type: none"> • bha an taigh 'mar leac ann an cladh' - Samhla a tha mar rabhadh airson sealltainn dha gu bheil na daoine a b' àbhaist a bhith anns an taigh marbh/tha an taigh (leac) agus na tha mun cuairt air (cladh) air a dhol bàs • 'na h-uinneagan mar shùilean ga chàineadh' - pearsanachadh/samhla - tha an taigh mar aodann cuideigin/taibhs a tha fiadhaich gu robh Calum air falbh cho fada/gu bheil comas aig an taigh breith a thoirt air • ath-aithris 'ged nach' - tha e ag innse dha fhèin na rudan nach do rinn e agus a bha còir aige dèanamh • 'Shocraich e e fhèin' - taghadh-facail - a' sealltainn nach eil e aig fois aig toiseach a' pharagraf • tha an taghadh-facail 'S cinnteach gun' a' sealltainn gu bheil aige ri sin a dhearbhadh dha fhèin 	2	
4.	<p>A dhà a-mach à</p> <ul style="list-style-type: none"> • Tha e a' gabhail iongnadh nach eil duine a-staigh agus a' smaoinichadh càit a bheil iad • Tha e a' faireachdainn mar choigreach agus nach biodh e ceart coiseachd a-steach gun iarraidh • Tha e a' smaoinichadh air ais air an stòiridh san eaglais agus a' dèanamh coimeas eadar e fhèin agus an duine a fhuair fàilte • Chan eil e air a dhòigh nach eil duine ann dha - "Huh" 	2	

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
5.	<p>A trì a-mach à</p> <ul style="list-style-type: none"> • 'a mhàthair a' suathadh a sùilean le a h-apan' - tha i a' caoineadh/brònach gu bheil e a' falbh - tha gaol mòr aice air a mac • 'a' pasgadh aodaich gu cùramach' - tha i math dha, tha i a' dèanamh tòrr dha mar gur e gille beag a th' ann fhathast • 'Cha tuirte athair càil' - draghail gu bheil a mhac a' falbh ach chan eil e airson seo a shealltainn - tha athair a' cumail nam faireachdainnean aige falaichte • 'Feuch gun cuimhnich thu air do dhachaigh.' Chan eil athair airson gun dìochuimhnich e na ceanglaichean a th' aige riutha - tha seo a' nochdadh gum bi e ga ionndrainn gu mòr ged nach canadh e sin • bha fhios aig athair dè dhèanadh Calum: 'Bha athair na b' eòlaiche air na bha e fhèin.' Bha deagh fhios aig athair nach tilleadh a mhac aon uair 's gum falbhadh e 	3	

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
6.	<p>A trì a-mach à</p> <p>Iomhaigheachd/Pearsanachadh</p> <p>'bha am peanta a' feuchainn ri ruith air falbh' - tha am peanta a' tuiteam far nam ballachan mar nach robh e airson a bhith san taigh fhalamh tuilleadh/tha am peanta mar a h-uile duine beò a b' àbhaist a bhith san taigh — tha iadsan air 'ruith' air falbh cuideachd</p> <p>Dealbh de na gillean - Tha an sgrìobhadair a' toirt air an leughadair a thuigsinn gur esan fear de na gillean agus gu bheil ionndrainn air nach eil am fear eile còmhla ris/Tha an dealbh ann an taigh falamh - mar gun deach an dealbh fhàgail bho nach robh duine ga iarraidh - tha an càirdeas briste</p> <p>Tha an dealbh air fhaicinn bhon taobh a-muigh ach tha glainne ga dhealachadh bhon dealbh/bhon t-suidheachadh a bh' ann roimhe</p> <p>'crochte gu cugallach' - tha an càirdeas ris an fhear eile (a bhràthair) cugallach mar a tha an dealbh air a' bhalla</p> <p>Taghadh-facail/Iomhaigheachd</p> <p>'Cha robh an teine air a chur thuige' - chan eil blàths a' feitheamh air/chan eil duine a-staigh a-nis</p> <p>'chuimhnich e air a' bhlàths' - tha aige ri cuimhneachadh air blàths - chan eil ann ach fuachd a-nise/chan eil gnothaichean mar a bha iad</p>	3	Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ris na tha oileanaich a' sgrìobhadh cho fad 's a tha am freagairt air a thoirt le fianais a' sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist.

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
7.	<p>A dhà a-mach à</p> <p>'Bha iad ann às gach ceàrn den sgìre' - Tha seo èifeachdach airson sealltainn gun robh eòlas aige air muinntir a' bhaile agus càit an robh iad a' fuireach</p> <p>'Bha e an comas dha aodann a thoirt do gach ainm.' Tha seo èifeachdach bhon a tha e a' sealltainn dhuinn gu bheil Calum ag aithneachadh a h-uile duine a bha ann uair</p> <p>'Cailean a' Chiobair/Sineag Dhòmhnail Bhàin' - Tha e ag ainmeachadh cuid de na daoine às a' bhaile air an robh e eòlach. Tha seo èifeachdach bhon a tha e a' cleachdadh far-ainmean dhaibh mar gun robh fìor eòlas aige orra agus tha e a' sealltainn gu bheil ceanglaichean làidir aige ris na daoine seo</p> <p>'a bha air an aon bhliadhna ris san sgoil' - Tha seo èifeachdach ann a bhith a' sealltainn gun deach e dhan sgoil an seo agus gun robh caraidean aige an seo</p>	2	
8.	<p>A trì a-mach à</p> <ul style="list-style-type: none"> • chaidh aire a thoirt gu clach shònraichte sa chladh • dh'ionnsaich Calum gun robh a dhithis phàrantan marbh • chaochail a phàrant mu dheireadh bho chionn seachd bliadhna • bha a chridhe briste/bha aithreachas air nach do thill e na bu thràithe 	3	Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ris na tha oileanaich a' sgrìobhadh cho fad 's a tha am freagairt air a thoirt le fianais a' sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist.

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
9.	<p>A dhà a-mach à</p> <ul style="list-style-type: none"> • mì-chofhurtail/mì-chinnteach - 'fireannach na sheasamh... a' toirt sùil gheur air' - chan eil e ga aithneachadh — 'Cò fon ghrèin...?' • Eagal/mì-chinnteach — 'Dh'fhairich e ga air a' dol troimhe' / 'an-fhois gun ainm' - tha an duine seo a' toirt air a bhith a' faireachdainn amharasach/ann an suidheachadh cunnartach • Eagal/gu feum e teicheadh — 'Thug Calum a chasan leis cho luath 's a b' urrainn dha.' - nach dèan e feum sam bith dha coinneachadh ris 	2	
10.	<p>A trì a-mach à</p> <ul style="list-style-type: none"> • 'Tha thu air tilleadh mu dheireadh thall,' - Tha am fear eile ag innse do Chalum mar a tha an suidheachadh • tha Dòmhnall a' bruidhinn ri Calum ach chan eil Calum ga fhreagairt • tha Dòmhnall a' toirt seachad òrdughan/a' cleachdadh seantansan goirid/abairtean a tha a' sealltainn gu bheil e a' dèanamh tàire air Calum agus na rinn e 'mu dheireadh thall', 'Siuthad!', 'Dèan às a-rithist!' • 'a' gabhail iongnadh' - cha robh dùil aig Calum gum biodh eòlas aige air an duine • 'a' strì ri aineolas'/'na bliadhnachan a dh'fhalbh a' dalladh a shùilean' - chan eil smachd aig Calum air an t-suidheachadh, chan eil comas aige greimeachadh air 	3	

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
11.	<p>A trì a-mach à</p> <p>'Bhuail am fuachd e ... Chunnaic e na sgòthan dubha a' cruinneachadh os cionn an taighe'</p> <p>- Seo a' chiad sealladh de na sgòthan. Tha iad mar rabhadh/a' toirt a' bheachd dhuinn gun robh droch naidheachd a' feitheamh air aig an taigh</p> <p>'Bha na sgòthan dubha air a' ghrian a mhùchadh, os cionn na lice'.</p> <p>- Tha dearbhadh aig Calum a-nise gu bheil a phàrantan marbh (seo an droch naidheachd) tha an t-adhar air fàs dorcha agus tha a dhòchas air chall/tha na sgòthan dubha a' samhlachadh mar a bha Calum a' faireachdainn na chridhe</p> <p>'Bu bheag an t-iongnadh gun robh na sgòthan dubha air a bhith ga leantainn bhon a ràinig e am baile. Cha robh e airidh air a' chòrr.'</p> <p>- cha d' fhuair e ach droch naidheachd bhon a ràinig e am baile agus tha e a' gabhail aithreachas nach do thill e na bu thràithe/Tha Calum a' tuigsinn a-nis carson a tha na sgòthan air a bhith a' cruinneachadh os a chionn/'s esan a bu choireach</p> <p>'a' ghrian a' priobadh bho chùl nan sgòthan'</p> <p>- tha atharrachadh air tighinn air na sgòthan - chan eil iad cho tiugh - tha a' ghrian a' briseadh tromhpa - tha blàths agus dòchas na bheatha a-rithist</p>	3	Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ris na tha oileanaich a' sgrìobhadh cho fad 's a tha am freagairt air a thoirt le fianais a' sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist.

Ceist	Freagairt a thathar a' sùileachadh	Comharran iomlan	Stiùireadh a bharrachd
12.	<p>Eisimpleirean</p> <p>Nach bu chòir dhut do dhachaigh a dhìochuimhneachadh/gum bu chòir dhut cuimhneachadh air cò às a thàinig thu</p> <p>Ge b' e dè cho fad 's a thu bhon taigh, bidh fàilte romhad nuair a thilleas tu</p> <p>Nach eil càil cho cudromach ri teaghlach</p>	2	<p>Ann a bhith a' ceartachadh na ceist seo feumaidh luchd-ceartachaidh a bhith deònach gabhail ris na tha oileanaich a' sgrìobhadh cho fad 's a tha am freagairt air a thoirt le fianais a' sealltainn carson a tha e ceart no freagarrach mar fhreagairt dhan cheist.</p> <p>Aon chomharra airson teachdaireachd chiallach agus aon airson fianais fhreagarrach</p>

[END OF MARKING INSTRUCTIONS]



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General marking principles for Higher Gàidhlig Literature

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Assessment should be holistic. There may be strengths and weaknesses. Focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall performance. 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. It is important to recognise the closeness of the descriptors and consider carefully the most appropriate overall range for the candidate's performance.
- (e) Once you have selected the appropriate range descriptor, follow this guidance
 - where the evidence almost matches the range above, award the highest available mark from the range
 - where the candidate's work just meets the standard described, award the lowest mark from the range
 - otherwise award the mark from the middle of the range.Where there is no evidence relevant to the task, award a mark of 0.
- (f)
 - (i) For questions that ask candidates 'Minich...' or ask 'Ciamar...', they must relate cause and effect and/or make relationships between things clear.
 - (ii) For questions that ask candidates 'Seall mar ...', they must identify parts, the relationship between them, and their relationships with the whole.
 - (iii) For questions that ask candidates 'Carson, nad bheachd-sa...', they must make a personal judgement based on the text and task.

Marks	20-19	18-16	15-13	12-10	9-6	5-1
Knowledge and understanding The candidate demonstrates:	a comprehensive knowledge and understanding of the text a comprehensive selection of textual evidence to support a relevant and coherent argument	a very clear knowledge and understanding of the text very clear textual evidence to support an argument which is clearly focused on the demands of the question	a clear knowledge and understanding of the text clear textual evidence to support the demands of the question	an adequate knowledge and understanding of the text adequate textual evidence to support a line of thought which has some focus on the question	limited evidence of knowledge and understanding of the text limited textual evidence to support focus on the demands of the question	little knowledge and understanding of the text little textual evidence to support focus on the demands of the question
Analysis 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 analysis of the literary/linguistic/filmic techniques
Evaluation The candidate demonstrates:	a comprehensive evaluative stance and personal response with respect to the text and the task	a very clear evaluative stance and personal response with respect to the text and the task	a clear evaluative stance and personal response with respect to the text and the task	adequate evidence of an evaluative stance and personal response with respect to the text and the task	limited evidence of an evaluative stance and personal response with respect to the text and the task	little evidence of an evaluative stance and personal response with respect to the text and the task
Relevance The candidate demonstrates:	a close engagement with the task, style, and a clear sense 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 show little to no structure in their answer	only a little engagement with the task and show very limited to no structure in their answer

[END OF MARKING INSTRUCTIONS]



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General marking principles for Higher Gàidhlig Listening

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Candidates gain marks for their understanding of the ideas of the passage, and their analysis and evaluation of the speaker's use of language.
- (d) Accept answers other than those in the marking instructions, as long as they are relevant and appropriate. Award marks according to the accuracy and relevance of the candidate's response.
- (e)
 - (i) For questions that ask simply 'Carson...', candidates must give a brief, accurate response/name.
 - (ii) For questions that ask 'Minich...' or ask 'Ciamar...', candidates must relate cause and effect and/or make relationships between things clear.
 - (iii) For questions that ask '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, for example word choice, imagery, tone, sentence structure, punctuation, sound techniques.
 - (iv) For questions that ask 'Carson, nad bheachd...', candidates must make a personal judgement based on the text and task.

Marking instructions for each question

Ceist		Freagairt a thathar a' sùileachadh	Làn chomharrann	Stiùireadh a bharrachd
1.	(a)	<ul style="list-style-type: none"> • briseadh ann an uachdar na talmhainn 	1	
	(b)	<ul style="list-style-type: none"> • bidh (uaireannan) crith-thalmhainn bheag ann (1) • cuiridh luchd-togail barrachd neirt ann an togalaichean (1) 	2	
2.	(a)	<ul style="list-style-type: none"> • bha e a' toirt cothrom do dhaoine siubhal eadar an taobh siar agus an taobh sear (1) • 's e an aon slighe (iosal) a tha a' ruith eadar beanntan na sgìre (1) 	2	
	(b)	<ul style="list-style-type: none"> • àm Cholm Chille/an siathamh linn/nuair a sgaoil creideamh/Gàidhlig tro Alba (1) • às dèidh ar-a-mach nan Seumasach/nuair a bha an riaghaltas a' feuchainn ris a' Ghàidhealtachd a chur fo smachd (1) 	2	
3.	(a)	<ul style="list-style-type: none"> • gus cosnadh a thoirt do shluagh na sgìre (1) • gus an seòladh bàtaichean eadar an Cuan Siar agus an Cuan a Tuath (1) 	2	
	(b)	<ul style="list-style-type: none"> • bha slighe aig bàtaichean a sheachnadh uisgeachan garbh' a' chinn a tuath (1) • chùmadh e bàtaichean bho chunnart Nèibhidh na Gearmailt (1) 	2	
4.		<p>dhà à:</p> <ul style="list-style-type: none"> • faodar an t-slighe a choiseachd no a shiubhal air baidhsagal (1) • tha i ochdad mìle a dh'fhaid (1) • bidh trithead mìle neach ga gabhail gach bliadhna (1) • thathar a' moladh dha luchd-coiseachd gun toir i ceithir no còig latha (1) 	2	
5.		<ul style="list-style-type: none"> • nach eil àite nas fheàrr (ann am Breatainn) airson chur-seachadan a-muigh (1) 	1	

Ceist		Freagairt a thathar a' sùileachadh	Làn chomharran	Stiùireadh a bharrachd
6.		<ul style="list-style-type: none"> tha luchd-turais ag adhbharachadh dragh/trioblaid dhaibh ('<i>tha fìor iomagain'</i>) (mar eisimpleir, '<i>tha am prìomh rathad slaodach agus cunnartach'</i>) (1) ach tha iad toilichte ('<i>tha iad a' cur fàilte orra'</i>) oir tha turasachd air leth cudromach dhan eaconamaidh (1) 	2	
7.		<p>dhà à:</p> <ul style="list-style-type: none"> gu bheil iad a' milleadh na h-àrainneachd (le truailleadh) (1) gu bheil droch bhuaidh aca air turasachd (1) nach eil a' bhuannachd eaconamaigeach a' fuireach san sgìre (1) 	2	
8.		<p>Eisimpleir:</p> <ul style="list-style-type: none"> Tha an neach-labhairt cothromach. Tha e a' coimhead air dà thaobh na strì. (1) <p>Fianais: Tha sinn '<i>a' cur feum air dealan ath-nuadhachail'</i> /tha an sgìre '<i>freagarrach airson tuathanasan gaoithe agus 'tha fìor iomagain air èirigh'</i> mu ghnìomhachas na gaoithe/tha na tuathanasan gaoithe ag adhbharachadh '<i>truailleadh'</i> (1)</p>	2	<p>Feumaidh luchd-ceartachaidh am beachd proifeiseanta a chleachdadh ann a bhith a' ceartachadh nam freagairtean seo.</p> <p>Chan fhaighear comharra airson beachd ach airson am beachd sin fhìreanachadh. Gheibhear an dàrna comharra airson fianais/dearbhadh a tha freagarrach.</p>

[END OF MARKING INSTRUCTIONS]