



2009 Gaelic (Learners)

Higher

Section B: Reading, Writing and Literature

Finalised Marking Instructions

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Section B(i): Reading

- 1** What did the writer know once he arrived in Egypt? **2**

 - That his holidays/were going to be good
- 2** Where did the writer and his wife stand? **3**

 - Beside a man/in a wheelchair/and his wife
- 3** What happened when the group were conversing? **2**

 - Someone (a lady) from the travel company came/they went with her
- 4** What did this person say to the group? **2**

 - That she would take their passports
- 5** (a) How long was this person away for? **1**

 - Two minutes

(b) Where did she take the group then? **2**

 - To the baggage reclaim (or similar)
- 6** What did the writer realise had happened? **3**

 - It had been assumed/that he and his wife/had been in the same group
- 7** Why had the group been given special treatment? **1**

 - One was disabled (the man was disabled)
- 8** What was the outcome of the situation for the writer? **2**

 - They had made new friends/and they had passed through customs quickly
- 9** How long did it take to reach the boat? **1**

 - Fifty minutes

10	Where was the boat going to call?	2
	<ul style="list-style-type: none"> • (Many) ports/in the Red Sea 	
11	What information does the writer provide in the last sentence of paragraph three?	2
	<ul style="list-style-type: none"> • This was his first time/on a cruise (ship) 	
12	(a) What did the first sailor do?	1
	<ul style="list-style-type: none"> • He took their picture/photographed them 	
	(b) Why?	2
	<ul style="list-style-type: none"> • To put on a plastic card/to show to security 	
13	(a) What did another sailor do?	2
	<ul style="list-style-type: none"> • Showed them to their room/cabin/accommodation 	
	(b) What did the writer and his wife do after this?	2
	<ul style="list-style-type: none"> • Put their clothes away/in the drawers and wardrobes (cupboards) 	
14	What information is given about the availability of food on board?	2
	<ul style="list-style-type: none"> • Four restaurants/two open 24 hours 	
15	What information is given about passengers' weight?	2
	<ul style="list-style-type: none"> • Put on a lot of weight/after a fortnight on board 	
16	What did the writer very much enjoy?	2
	<ul style="list-style-type: none"> • Seeing places and customs/which were different (from those of Britain) 	
17	What was difficult for the writer to decide?	2
	<ul style="list-style-type: none"> • The most interesting sight and the most beautiful sight 	
18	Why did the author consider the sea around Sharm el Sheikh to be the most beautiful?	2
	<ul style="list-style-type: none"> • Because of the fish of every kind and the coral of every colour 	
		(40)

SECTION B(ii): WRITING

Marks will be awarded for communicating effectively and displaying a knowledge and application of grammar, syntax and structures.

At this level candidates are expected to produce written Gaelic of some complexity. A satisfactory written piece will be characterised by:

- appropriateness of structure
- suitability for purpose and audience
- clarity, fluency and accuracy
- variety of vocabulary with accurate use of idiom where appropriate
- variety of sentence structures with accurate use of a range of verb forms and clauses

Mark Range	Description of Performance
34-40	<ul style="list-style-type: none">• the candidate structures the written response competently• the candidate's response demonstrates awareness of the rules of grammar with few errors of a major nature• the candidate writes at greater length using syntax and structures of some complexity, a wider range of vocabulary, and appropriate use of memorised material• there may be accurate use of idiomatic language
28-33	
26-27	<ul style="list-style-type: none">• the candidate structures the written response with some competence• the candidate's response demonstrates awareness of the rules of grammar with a small number of errors of a major nature• the candidate writes at length using syntax and structures of some complexity, a good range of vocabulary, and appropriate use of memorised material
24-25	
22-23	<ul style="list-style-type: none">• the candidate makes an acceptable attempt to structure the written response• the candidate's response shows sufficient awareness of the rules of grammar, appropriate to this level, to ensure comprehension in spite of errors• the candidate uses simple sentences, possibly with some awkward use of memorised material
20-21	
16-19	<ul style="list-style-type: none">• the candidate makes an attempt to structure the written response• the candidate's response shows an awareness of the rules of grammar, appropriate to this level, but errors in language are common• the candidate uses simple sentences which are limited in variety
14-15	<ul style="list-style-type: none">• the candidate's attempts to structure the written response contain frequent linguistic errors• the candidate writes in phrases or short sentences which are limited in variety and convey little or no relevant information• it may be difficult or impossible to comprehend most of the candidate's response
0-13	

SECTION B(iii): LITERATURE

Marks will be awarded for communicating effectively and displaying a knowledge and application of grammar, syntax and structures.

At this level candidates are expected to analyse and evaluate a text in some detail. A satisfactory answer will be characterised by the candidate being able to:

- demonstrate an understanding of the theme of the text
- demonstrate an understanding of the author's purpose and viewpoint
- evaluate the effectiveness of the text in achieving its purpose
- express a personal appreciation of the treatment of the theme using evidence from the text
- use critical terminology appropriate to the text

Mark Range	Description of Performance
34-40	<ul style="list-style-type: none">• the candidate's evaluation of the effectiveness of the text shows a comprehensive appreciation of the writer's theme, purpose and stance• the candidate's personal appreciation of the text is lucid and is presented in a logical and perceptive manner• detailed evidence from the text is used to support the appreciation• the candidate's response uses a range of critical terminology
28-33	
26-27	<ul style="list-style-type: none">• the candidate's evaluation of the effectiveness of the text shows a good appreciation of the writer's theme, purpose and stance• the candidate's personal appreciation of the text is mostly clear and is for the most part presented logically and with some perception• evidence from the text is used to support the appreciation• the candidate's response uses critical terminology
24-25	
22-23	<ul style="list-style-type: none">• the candidate has a basic grasp and evaluation of the writer's theme, purpose and stance• the candidate's personal appreciation of the text is reasonably detailed and relevant• some evidence from the text is used to support the appreciation• the candidate's response uses some critical terminology
20-21	
16-19	<ul style="list-style-type: none">• the candidate's grasp and/or evaluation of the writer's theme, purpose and stance is problematic• the candidate's personal appreciation of the text lacks detail and relevance• very little or no evidence from the text is used to support the appreciation• the candidate's response uses very little or no critical terminology
14-15	<ul style="list-style-type: none">• the candidate displays very little or no grasp/evaluation of the writer's theme, purpose and stance• the candidate's personal appreciation of the text is neither detailed nor relevant• very little or no evidence from the text is used to support the appreciation• the candidate's response does not use any critical terminology
0-13	

[END OF MARKING INSTRUCTIONS]