



**2011 Gàidhlig**

**Advanced Higher**

**Finalised Marking Instructions**

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## 2011 Gàidhlig

### An Àrd Ìre Adhartach

#### Roinn (i) Sgrìobhadh

Mark Range	Description of Performance
42-50	<ul style="list-style-type: none"><li>• The candidate's response to the task reveals a high degree of thoughtfulness, insight and imagination.</li><li>• The structure of the candidate's response is sequenced to create significant impact.</li></ul>
35-41	
32-34	<ul style="list-style-type: none"><li>• The candidate's response to the task reveals a good degree of thoughtfulness, insight and imagination.</li><li>• The structure of the candidate's response is sequenced to create impact.</li></ul>
30-31	
27-29	<ul style="list-style-type: none"><li>• The candidate's response to the task may reveal a degree of thoughtfulness, insight and imagination.</li><li>• The structure of the candidate's response is sequenced to create some impact.</li></ul>
25-26	
20-24	<ul style="list-style-type: none"><li>• The candidate's response to the task reveals little thoughtfulness, insight or imagination.</li><li>• The structure of the candidate's response is poorly sequenced and creates little or no impact.</li><li>• The stance adopted is unclear with little endeavour to create tone or mood.</li><li>• Style and language frequently do not achieve desired outcomes.</li></ul>
17-19	<ul style="list-style-type: none"><li>• The candidate's response to the task reveals very little thoughtfulness, insight or imagination.</li><li>• The structure of the candidate's response is very poorly sequenced and creates little or no impact.</li></ul>
0-16	

## Roinn (ii) Sgrùdadh

### Earrann 1 – Rosg

1. gu bheil gràin-cinnidh a' dol am meud/a' fàs nas miosa (1) mar a tha trioblaidean na h-eaconamaidh a' fàs bitheanta (1) **2**
2. gur e rud a tha a' tighinn gu nàdarra gu daoine a tha ann (1) a bhith a' faighinn coire/a' faireachdainn gu bheil cuideigin eile air rudeigin a dhèanamh ceàrr (1) an uair nach urrainn dhaibh fhèin rudeigin a chur ceart (1) **3**
3. a thaobh agus gun tug na dh'aontaich sinn ris cead dha daoine (1) bho na dùthchannan eile a tha anns an Aonadh tighinn an seo (1) agus obair fhaighinn anns an dùthaich seo (1) **3**
4. gu bheil e a' creidsinn gu bheil còir aig daoine/dùthchannan (1) cumail rim facal (1) fiù 's nuair nach eil gnothaichean ag obrachadh ro mhath (1) **3**
5. gu bheil iad air milleadh/cron mòr a dheanamh (1) **1**
6. feumaidh iad dèanamh cinnteach nach eil luchd-obrach à Breatainn a dh'fhaodadh a bhith ann an droch shuidheachadh (1) a' dol a thoirt am mì-thoileachas mun t-suidheachadh aca fhèin a-mach air (1) daoine à dùthchannan eile a tha an seo gu laghail (1) **3**

## Earrann 2 – Bàrdachd

1. Tha na facail ‘tolladh’ agus ‘sgoltadh’ a’ toirt dealbh air milleadh agus reubadh bho chèile, na rudan a tha am bombair a’ dol a dhèanamh (1) agus tha am fuaim cruaidh aca a’ cur ris an dealbh sin (1) **2**
2. Tha gob agus sgiathan air a’ bhombair mar a tha air eun (1); tha na dhà a’ dèanamh an obair bho gu h-àrd anns an adhar (1); eun creachaidh mar seabhag (1) **3**
3. Gun tàinig iad à dachaighean far an do dh’ionnsaich iad rudan ceart (1); gu robh fhios aca dè bha iad a’ dèanamh (1); gu robh creideamh mar phàirt dhen togail a fhuair iad (1) **3**
4. Tha “ach” a’ toirt air an leughadair mothachadh gu bheil an suidheachadh mu bheil am bàrd a’ dol a bhruidhinn eadar-dhealaichte bhon rud ris am biodh dùil againn o na thàinig ron a seo (1) a dh’aindeoin an eòlais a tha aca air dè tha ceart (1), tha iad mar phàirt dhen obair aca a’ marbhadh dhaoine (1) **3**
5. Tha am bàrd a’ bruidhinn ri Dia a-nise an àite ri sgioba a’ bhombair (1); ged a tha an sgioba a’ dèanamh na rudan uabhasach sin (1) chan e an coire-san a tha ann/s e coire dhaoine eile a tha ann (1); tha cogadh mar ‘taigh-caoich’ (1) **4**

### Roinn (iii) Litreachas

Marks will be awarded for demonstrating an understanding of the theme, stance and purpose of the text and commenting critically on technical aspects.

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:

- recognise key elements, central concerns and significant details of the text
- explain accurately and in detail the ways in which aspects of structure, style and/or language contribute to the meaning, effect and/or impact of the text
- provide a considered personal response with detailed and relevant evidence from the text
- use critical terminology appropriate to the text.

Mark Range	Description of Performance
42-50	<ul style="list-style-type: none"><li>• The candidate demonstrates a clear and thoughtful consideration of the text which indicates a personal and definite interaction with it.</li><li>• The candidate's response to the text demonstrates a clear understanding of key elements, central concerns and significant details of it.</li><li>• The candidate's response to the text includes relevant and insightful critical comment and demonstrates confident handling of literary/linguistic concepts, techniques, forms.</li><li>• The candidate makes judgements which are relevant, thoughtful and clearly based on detailed evidence drawn from the text.</li></ul>
35-41	
32-34	<ul style="list-style-type: none"><li>• The candidate demonstrates a thoughtful consideration of the text which indicates a personal and definite interaction with it.</li><li>• The candidate's response to the text demonstrates a good understanding of key elements, central concerns and significant details of it.</li><li>• The candidate's response to the text includes relevant and insightful critical comment for the most part and demonstrates good handling of literary/linguistic concepts, techniques, forms.</li><li>• The candidate makes judgements which are relevant, thoughtful and based on evidence drawn from the text.</li></ul>
30-31	
27-29	<ul style="list-style-type: none"><li>• The candidate demonstrates a sufficient amount of thoughtful consideration to indicate an adequate personal interaction with it.</li><li>• The candidate's response to the text demonstrates an awareness of key elements, central concerns and significant details of it.</li><li>• The candidate's response to the text includes some relevant and thoughtful critical comment and demonstrates adequate handling of literary/linguistic concepts, techniques, forms.</li><li>• The majority of the candidate's judgements are relevant and based on evidence drawn from the text.</li></ul>
25-26	

<p><b>20-24</b></p>	<ul style="list-style-type: none"> <li>• The candidate does not demonstrate sufficient evidence of thoughtful consideration to indicate an adequate personal interaction with the text.</li> <li>• The candidate's response to the text demonstrates little awareness of key elements, central concerns and significant details of it.</li> <li>• The candidate's response to the text includes hardly any relevant or thoughtful critical comment and does not adequately demonstrate awareness of literary/linguistic concepts, techniques, forms.</li> <li>• The majority of the candidate's judgements are not relevant.</li> </ul>
<p><b>17-19</b></p>	<ul style="list-style-type: none"> <li>• The candidate demonstrates very little or no evidence of thoughtful consideration to indicate an adequate personal interaction with the text.</li> </ul>
<p><b>0-16</b></p>	<ul style="list-style-type: none"> <li>• The candidate's response to the text demonstrates little or no awareness of key elements, central concerns and significant details of it.</li> <li>• The candidate's response to the text includes no relevant or thoughtful critical comment and does not adequately demonstrate awareness of literary/linguistic concepts, techniques, forms.</li> <li>• The majority of the candidate's judgements are not relevant.</li> </ul>

#### **Roinn (iv) Eadar-theangachadh**

1. Tha mìltean de sheann daoine ann am Breatainn
2. a' bàsachadh gach bliadhna
3. le tinneasan
4. a tha am fuachd ag adhbhrachadh.
5. Tha mòran de na bàsan sin
6. nach leigeadh a leas tachairt.
7. A dh'aindeoin 's gu bheil Breatann
8. air fear de na dùthchannan
9. is beartaiche san t-saoghal
10. tha na seann daoine againn
11. a' fulang ri linn
12. droch thaighean, bochdainn
13. agus a' chosgais a tha an lùib
14. a bhith a' teasachadh dhachaighean tron gheamhradh.
15. Tha aon duine anns gach ochdnar de sheann daoine
16. a' cur dheth an teas
17. fiù 's nuair a tha iad a' faireachdainn an fhuachd
18. chionn 's gu bheil uallach orra mun chosgais.
19. Chan urrainn dhuinn leigeil leis
20. an t-suidheachadh seo leantainn nas fhaide.

**(20)**

[END OF MARKING INSTRUCTIONS]