



2011 Gàidhlig

Higher – Reading/Writing/Literature

Finalised Marking Instructions

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Roinn B (i) Leughadh

1. “Cha b’ ann buileach dhan bhaile” (1); “shuas air cùl a’ ghàrraidh” (1) **2**
2. A dhà à: àrd (1); aodann donn (1); sùilean gorm (1); ròpa mu mheadhan (1) **2**
3. A dhà à: Bidh a h-uile duine a’ ceannach pàipear (1); tha e cur iongnadh air nach eil ùidh aige anns na tha dol san t-saoghal (1); chuireadh e seachad an tìde dha is e na aonar (1); no beachd reusanta sam bith eile. **2**
4. (a) Chan eil e toilichte (1); AGUS tha e sa bhaile/air falbh on taigh tric (1) NO bidh e a’ gabhail na deoch (1) **2**
- (b) A dhà à: ’S toigh leis fhèin bruidhinn/cha toigh leis daoine sàmhach (1); cha do bhruidhinn an t-aonaran ris/tha e a’ smaoineachadh gun robh seo mì-mhodhail (1); tha an t-aonaran leis fhèin agus tha Dougie pòsta ach mì-thoilichte/tha e farmadach ris. (1) **2**
5. (a) Tha e a’ faighinn air falbh on bhaile/o dhaoine (1) **1**
- (b) A dhà à: Tha e a’ ràdh nach eil iad ga thuigsinn/”a’ bruidhinn an aon chànan ris” (1); nach eil iad eòlach air leabhraichean agus ceòl (1); gu bheil e cur suas riutha dìreach airson gum feum e a bhith measg dhaoine (1) **2**
6. A dhà à: Na clachan mòra nan seasamh mu choinneamh na grèine (1); a’ ghrian a’ dol fodha (1); an t-adhar purpaidh is dearg (1) **2**
7. A dhà à: Tha iad coltach ri chèile/tha e mar gum biodh e ga fhaicinn fhèin (1); chan eil dàimh/ceangal sam bith eadar iad (1); tha an t-aonaran mar dealbh (1); no freagairt iomchaidh eile. **2**
8. (a) Tha na h-eòin a’ bruidhinn ri chèile (1) ach chan eil e fhèin agus an t-aonaran (1) **2**
- (b) Nach eil e nàdarrach (1) **1**
9. A dhà à: Chan eil e a’ gluasad (1); tha e mar gun robh e ann riamh/mar rud nàdarrach (1); chan eil e a’ sealltainn faireachdainn no a’ bruidhinn (1) **2**
10. A dhà à: Tha h-uile rud glan/sgiobalta (1); gun sgeadachadh sam bith (1) tha e mar nach biodh e a’ cleachdadh an rùm idir (1); chan eil an rùm comhartail (1) **2**

11. (a) Aon à: 'S e bogsa a tha ann am pàirt dhi (1); tha na dhà air an dèanamh à fiodh (1); bha an fhìdheall le bhean a tha nise marbh (1), tha na dhà sàmhach (1); na dhà mu bhean (1) **1**
- (b) A dhà à: Chaochail a bhean a bha ga cluiche (1); chan eil duine a' cluiche na fìdhle a-nise (1); chan eil toileachas na bheatha a-nise (1) **2**
12. (a) Aon à: Chan eil e fhèin toilichte na aonar (1); tha e annasach leis gun urrainn dhut a bhith toilichte nad aonar mar a tha an t-aonaran (1) **1**
- (b) A dhà à: Tha e a' ràdh gu bheil e aonaranach aig an toiseach (1); cha bhi e bruidhinn ri muinntir a' bhaile (1); tha e ràdh nach eil sealladh bòidheach an aon rud nuair a tha thu leat fhèin (1); tha e ag òl cus (1); tha an taigh a' faireachdainn falamh (1); no freagairt iomchaidh eile; tha e à smeoineochadh Torr mu bhean (1) **2**
- (30)**

Roinn B (ii) Sgríobhadh

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
25-30	<ul style="list-style-type: none">• The candidate produces an extended piece of writing which adheres closely to the prescribed task.• The candidate produces an extended piece of writing which demonstrates close engagement with the topic.
21-24	<ul style="list-style-type: none">• The candidate's response reveals control of the task through the use of a wide range of vocabulary, idiom and language structures.• The candidate's response is presented with a high degree of clarity, fluency and accuracy.
19-20	<ul style="list-style-type: none">• The candidate produces an extended piece of writing which adheres to the prescribed task.• The candidate produces an extended piece of writing which demonstrates an engagement with the topic.
18	<ul style="list-style-type: none">• The candidate's response reveals control of the task through the use of vocabulary, idiom and language structures.• The candidate's response is presented with a good degree of clarity, fluency and accuracy.
16-17	<ul style="list-style-type: none">• The candidate produces an extended piece of writing which adheres reasonably closely to the prescribed task.• The candidate produces an extended piece of writing which demonstrates some engagement with the topic.
15	<ul style="list-style-type: none">• The candidate's response reveals control of the task through the use of a fairly narrow range of vocabulary, idiom and language structures.• The candidate's response is presented with a reasonable degree of clarity, fluency and accuracy.
13-14	<ul style="list-style-type: none">• The candidate produces an extended piece of writing which does not adhere reasonably closely to the prescribed task.• The candidate produces an extended piece of writing which demonstrates only a limited engagement with the topic.• The candidate's response reveals control of the task through the use of a limited range of vocabulary, idiom and language structures.• The candidate's response is presented with a limited degree of clarity, fluency and accuracy.

11-12	<ul style="list-style-type: none">• The candidate produces an extended piece of writing which does not adhere to the prescribed task.• The candidate produces an extended piece of writing which demonstrates little or no engagement with the topic.
0-10	<ul style="list-style-type: none">• The candidate's response reveals little control of the task through the use of a very limited range of vocabulary, idiom and language structures.• The candidate's response is presented with a very limited degree of clarity, fluency and accuracy.

Roinn B (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:

- evaluate texts critically and effectively
- use a coherent, analytic approach and a range of critical terminology
- reveal an insight into key elements and central concerns of the text(s)
- provide an explanation of insights which is detailed and thorough
- write a clear, unambiguous response to the text(s).

Mark Range	Description of Performance
26-30	<ul style="list-style-type: none">• The candidate uses a coherent, analytic approach and a range of critical terminology.• The candidate's response reveals insight into key elements and central concerns of the text(s).
21-25	<ul style="list-style-type: none">• The candidate's insights are detailed and thorough.• The candidate demonstrates a clear, unambiguous response to the text(s).• The candidate's response is presented in a clear, logical fashion.
19-20	<ul style="list-style-type: none">• The candidate uses an analytic approach and a range of critical terminology.• The candidate's response reveals insight into key elements and central concerns of the text(s).
18	<ul style="list-style-type: none">• The candidate demonstrates, for the most part, an unambiguous response to the text(s).• The candidate's response is presented mostly in a clear, logical fashion.
16-17	<ul style="list-style-type: none">• The candidate's response contains some evidence of personal reaction to the text under review.• The candidate's response reveals a recognisable and relevant line of thought, but there may be gaps or inconsistencies.
15	<ul style="list-style-type: none">• The candidate's response may on occasion reveal inaccuracy, a lack of clarity or a failure to develop appropriate depth of literary analysis, but there will be clear evidence of an attempt at such analysis.• The candidate's answers will demonstrate an attempt to present an intelligible response to the text.
12-14	<ul style="list-style-type: none">• The candidate's response contains little evidence of personal reaction to the text under review.• The candidate's response reveals gaps or inconsistencies when trying to establish a relevant line of thought.• The candidate's response reveals inaccuracies, a lack of clarity or a failure to develop appropriate depth of literary analysis.• The candidate's answers fails to demonstrate an intelligible response to the text.

10-11	<ul style="list-style-type: none">• The candidate's response contains very little evidence of personal reaction to the text under review.• The candidate's response reveals many gaps or inconsistencies when trying to establish a relevant line of thought.
0-9	<ul style="list-style-type: none">• The candidate's response reveals many inaccuracies, a lack of clarity or a failure to develop appropriate depth of literary analysis.• The candidate's answer clearly fails to demonstrate an intelligible response to the text.

[END OF MARKING INSTRUCTIONS]