



2010 Gàidhlig

Higher – Reading/Writing/Literature

Finalised Marking Instructions

© Scottish Qualifications Authority 2010

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the External Print Team, Centre Services, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's External Print Team, Centre Services, at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

2010 Gàidhlig

An Àrd Ìre

Roinn B (i) Leughadh

1. Tha Iain caol ach tha Murchadh tapaidh/làidir (1); tha Iain math san sgoil ach chan eil Murchadh (1) 2
2. Tha e nearbhasach/eagalach (1) agus a dhà a-mach à: Tha e a' cur cheistean air fhèin (1)/a' faireachdainn fuil air aodann (1)/a' smaoinichadh air bàs (1)/a' ràdh gum fac e manadh (1)/ag iarraidh air Murchadh gun leum (1). 3
3. A dhà a: Bidh iad air atharrachadh (1); tha fichead bliadhna air a dhol seachad (1); bidh rudan mar seo a' cur dragh air Iain (1) 2
4. (a) Daor/spaideil (1) 1
- (b) A dhà a-mach à: sòfa leathair anns an lobaidh/sgàthain mhòra/lusan/gleoc òr-bhuidhe/poit airgeadach 2
5. Bha e sealltainn mun cuairt air (ris a' ghleoc) (1); leum e nuair a chuir Murchadh a làmh air a ghualainn (1) 2
6. Gu litireil, nach do leum e thar na h-aibhne (1) agus aon a-mach à: nach do ghabh e cothroman na bheatha (1); bha eagal air rudan a-mach às an àbhaist a dhèanamh (1); bha Murchadh nas fheàrr na esan (1). 2
7. (a) A dhà a: Tha Murchadh a' leughadh tòrr (1); tha e duilich nach do leugh e barrachd nuair a bha e san sgoil (1); tha e a' leughadh leabhraichean nach do leugh Iain (1). 2
- (b) Seo an aon rud air an robh e nas fheàrr na Murchadh (1) 1
8. (a) A dhà a: A rèir choltais thug seo buaidh mhòr air (1); 'S e nàdar Iain a bhith dol thairis air rudan a thachair/aithreachas no dragh a bhith air (1); chan eil misneachd aige ann fhein (1). 2
- (b) Tha Murchadh air gluasad air adhart le bheatha (1) no chan eil coimhead air ais na nàdar (1) no freagairt iomchaidh eile 1
9. A dhà a: Tha 'uaireadair mòr' a' sealltainn cho beartach 's a tha Murchadh (1) agus tha an dòigh a tha e sealltainn air uaireadair cho tric a' sealltainn cho trang 's a tha e (1); mar a chaidh an ùine seachad (1). 2
10. Chan eil (1). Aon a-mach à: Tha e smaoinichadh air an nighean nach bi a' leughadh (1); tha e a' freagairt 'an ire mhath' (1); Tha e a' toirt freagairt ghoirid (1). 2
11. Tha e faireachdainn duilich airson Iain no a' feuchainn ri urram a thoirt do Iain (1). Tha seo a' sealltainn gu bheil Murchadh duilich nach do rinn e barrachd san sgoil (1) 2
12. Tha cairt aig Murchadh (1) ach tha Iain a' sgrìobhadh air pàipeir (1). 2
13. A dhà a-mach à: Tha e a' dol a dh'atharrachadh an obair no an suidheachadh aige (1); tha e dol a dh'fhalbh às an àite seo (1); tha e dol a chur às dha fhèin le leum air na rèilichean (1); feumaidh e rud a dhèanamh ged a bhiodh e a' cur eagal air (1); feumaidh e cothrom a ghabhaidh (1); no beachd iomchaidh èile. 2

(30)

Roinn B (ii) Sgrìobhadh

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]