



**2009 Gàidhlig**

**Higher**

**Section B: Reading, Writing and Literature**

**Finalised Marking Instructions**

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## 2009 Gàidhlig

### An Àrd Ìre

#### Roinn B (i) Leughadh

1. (a) Eagal no cunnart (1) dragh no iomagain (1) 2
- (b) Gur e suidheachadh cunnartach a tha ann (1) gu bheil rudeigin dona dol a thachairt; no freagairt iomchaidh eile. 2
2. Gur e duine grinn, sgiobalta a tha ann (1) gu bheil e dèanamh na rudan seo ann an gluasadan goirid, foirmeil (1) 2
3. (a) Chan eil e cleachdte ris an fhear-riaghlaidh a bhith bruidhinn ris (1) tha e feitheamh ri òrdugh (1). 2
- (b) **Dhà à:** Tha e nearbhasach (1) tha dragh air mu mhac (1) tha e còrdadh ris a bhith bruidhinn ri mhaighstir on a tha sin cho mì-àbhaisteach (1) cha robh e a' tachairt tric (1) ag iarraidh stiùireadh no comhairle. 2
4. (a) Cha do ghabh. 1
- (b) **Dhà à:** Chan eil ùidh aige ann an rudan mar ball-coise (1) chan eil ùidh aige ann am beatha dhaoine eile (1) tha rudan mòra eile air aire (1).  
No: cus troimhe-chèile san t-saoghal; cus dhaoine le draghan pearsanta. 2
5. **Ceithir à:** Tha uallach air mu mhac/ceangal dlùth (1) chan eil iad ag aontachadh (1) chan eil ceangal sam bith/ceangal lag (1) chan eil fhios aige càite bheil i (1) chan eil cuimhne aige dè an aois a tha i (1). 4
6. (a) Rocaidean; no freagairt iomchaidh de leithid. 1
- (b) Rud dona (1) ann an suidheachadh brèagha/sitheil (1) no rud Falaichte (1).  
No iomradh air gàrradh Èden no eile. 2
7. Thàinig atharrachadh mòr air (1) le bhith bruidhinn mu rudan pearsanta (1). 2
8. **Dhà à:** Tha eagal air gu bheil an saoghal a' tighinn gu crìch (1) nach fhaic e tuilleadh i (1); tha i a' ciallachadh tòrr dha a dh' aindeoin chùisean (1). 2
9. Trì às na leanas.  
Na fònaichean: uaine sàbhailte, dearg cunnartach, buidhe sa mheadhan (1) an t-adhar uaine is a' ghrian bhuidhe – sàbhailte ach le rabhadh (1) an t-adhar a' dol dearg – cunnart a' tighinn; peann uaine – dòchas; fòn dearg – na rocaidean air an rathad/deireadh an t-saoghail (1). 3
10. Tha e air rudan pearsanta a chur a-mach às a bheatha (1)/Chan eil eòlas pearsanta aig duine air (1). No freagairt iomchaidh eile. 1
11. Dòigh smaoinichidh/beatha an fhear-riaghlaidh ag atharrachadh (1) an solas ùr (dearg) a bhios anns an adhar nuair a thig na rocaidean (1). No freagairt iomchaidh eile. 2

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

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

### **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).

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

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

[END OF MARKING INSTRUCTIONS]