



2011 Gàidhlig

Intermediate 2 – Reading and Writing

Finalised Marking Instructions

© Scottish Qualifications Authority 2011

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 SQA's NQ Delivery: Exam Operations Team.

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 NQ Delivery: Exam Operations Team 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.

Marks Recording

The grid on the back of the Listening Question/Answer booklet will be used to record and aggregate the marks for the Listening, Reading and Writing papers.

Once you have marked all of these papers for a single candidate:

1. Copy the candidate's name and Scottish Candidate Number to the grid on the back of the Listening paper.
2. Record the marks for each paper on this grid.
3. Aggregate the marks and record the sum in the Grand Total box at the bottom of the grid.
4. Transfer the Grand Total to the box on the front cover of the Listening Question/Answer booklet.
5. Place the Reading and Writing papers inside the cover of the Listening Paper.

2011 Gàidhlig

Roinn B (i): Leughadh

1.	Bràthair a mhàthar a bh' ann. (1)	1
2.	Nach innseadh e do dhuine (1) fhad 's a bhiodh Cailean beò (1) mun rud neònach a thachair dhaibh ann an Glaschu (1)	3
3.	Gum bu chòir dha an saoghal mòr fhaicinn (1)	1
4.	Ionnsachadh dha coimhead às a dhèidh fhèin sa bhaile mhòr. (1)	1
5.	Duine glic, comasach (1) àrd is tapaidh (1) aghaidh shòlaimte is bhàidheil (1)	3
6.	Bha e na Cheannard Sguadroin (1)	1
7.	Bha cuimhne aige cho tinn 's a bha e (1) air a' bhàta is air an trèan (1)	2
8.	Cha tug mi fada a' dol am feabhas. (1)	1
9.	A dhà bho: an trafaig, am fuaim, am fàileadh, cainnt muinntir Ghlaschu. (1)	1
10.	Air a' bhòrd bha mòran sgeinean is fhorcannan agus spàinean (1) agus gun fhios aig an ùghdar (1) carson a bha iad uile ann. (1)	3
11.	Dh'innis e dha (1) mar a chleachdadh e an t-uidheam-ithe. (1)	2
12.	Thàinig duine-uasal chun a' bhùird aca (1) agus dh'fhaighnich e (1) am faodadh e suidhe còmhla riutha. (1)	3
13.	Cha robh e airson a bhith ag ithe leis fhèin (1) bha e a' faireachdainn aonaranach (1) oir cha robh fada o bhàsaich a bhean. (1)	3
14.	Oir chaidh a sporan a ghoid.	1
15.	Nan toireadh Cailean fichead not do Raibeart, (1) bheireadh Raibeart uaireadair òir dhan ùghdar. (1)	2
16.	Bha na poilis ga fheitheamh oir bha an t-uaireadair air a ghoid (1) agus thug iad leotha an t-uaireadair (1)	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 an expressive or creative response in written Gaelic which is of moderate 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.

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 of moderate complexity.• 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 a range of vocabulary, idiom and language structures of moderate complexity.• The candidate's response is presented with a good degree of clarity, fluency and accuracy.
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.
15-16	<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 of moderate complexity.• The candidate's response is presented with a reasonable degree of clarity, fluency and accuracy.

<p>12-14</p>	<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 some 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.
<p>10-11</p>	<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.
<p>0-9</p>	<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 high degree of clarity, fluency and accuracy.

[END OF MARKING INSTRUCTIONS]