



**2013 Gàidhlig**

**Intermediate 2 Reading and Writing**

**Finalised Marking Instructions**

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## Part One: General Marking Principles for Gàidhlig Intermediate 2 Reading and Writing

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.*

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor. *You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.*
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### GENERAL MARKING ADVICE: Gàidhlig Intermediate 2 Reading and Writing

*The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.*

#### 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.

## Part Two: Marking Instructions for each Question

### Sgeama Ceartachaidh

Question	Expected Answer/s	Max Mark	Additional Guidance
1	An Dara Cogadh	1	
2	ciont (1) truas (1).	2	
3	nithean cho gráineil (1) ri cáil a thachair san 20mh linn san Roinn Eòrpa (1).	2	
4	Uabhas (1), murt (1) agus a' Holocaust (1)	3	
5	Oir cha do thuit bomaichean (1) an dara cogaidh air a' bhaile (1)	2	
6	An turas a ghabh uiread de dh'lùdhaich (1) eadar Krakow agus Auschwitz ann an 1942 (1)	2	
7	Ciamar a bha iadsan (na h-lùdhaich) a' faireachdainn?	1	
8	Talamh còmhnaidh (1), le raointean sìnte (1) fo chraobhan (1).	3	
9	A-nis 's e àirneis, aodach is eile a tha ga reic ann (1) an àite measan agus lusan nan tuathanach (1)	2	
10	Arm na Pòlainn.	1	
11	Sneachd is reothadh.	1	
12	Ri bodaich-shneachda (1) le cleòca orra (1).	2	
13	Iomadh taisbeanadh inntinneach (1), leabhraichean le eachdraidh a' champa (1) agus dealbhan agus ainmean cuid dhe na prìosanaich (1).	3	
14	chaidh an toirt far na prìosanaich (1) a chaidh a chur gu bàs anns a' champa (1)	2	

Question		Expected Answer/s	Max Mark	Additional Guidance
15	a	prìosanach a theich à Auschwitz (1)	1	
	b	gun innseadh e don t-saoghal mar a thachair an Auschwitz (1) nam faigheadh e a-mach beò (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"><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 of moderate complexity.</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 a range of vocabulary, idiom and language structures of moderate complexity.</li><li>• The candidate's response is presented with a good degree of clarity, fluency and accuracy.</li></ul>
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>
15-16	<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 of moderate complexity.</li><li>• The candidate's response is presented with a reasonable degree of clarity, fluency and accuracy.</li></ul>

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

[END OF MARKING INSTRUCTIONS]