



**2009 Gàidhlig**

**Intermediate 2 – Reading/Writing**

**Finalised Marking Instructions**

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## 2009 Gàidhlig

### Meadhan Ìre 2

#### Roinn (B) (i) Leughadh

- |     |   |   |
|-----|---|---|
| 1.  | bha gaoth uabhasach làidir ann (1) bha an t-uisge ann (1)   | 2 |
| 2.  | Cha robh litrichean (1) no naidheachd (1) inntinneach aige  | 2 |
| 3.  | bha an latha falamh (1) bha e leis fhèin (1)  | 2 |
| 4.  | pàipear a leughadh (1) èisteachd ris an rèidio (1)  | 2 |
| 5.  | bha e ann an cadal domhainn (1) bha e doirbh dha dùsgadh (1)  | 2 |
| 6.  | cha do chuimhnich e air fad an latha (1) gus an robh e aon uair dueg a dh'oidhche (1)   | 2 |
| 7.  | 3 bho: nigh e e fhèin; chuir e air lèine ùr gheal, stocainnean agus brogan ùra; deise nach robh air ach aon uair roimhe; chuir e air còta agus bonaid | 3 |
| 8.  | chuir e ann am broinn a' phreas-aodaich e   | 1 |
| 9.  | (a) an t-airgead a bha san taigh (1) na cùrtairean fhosgladh (1)  | 2 |
|     | (b) cha do lasaich a cheum  | 1 |
| 10. | nuair a bha e a' cromadh gu Ceann a' Bhàigh (1) bhuail seòrsa de dh'eagal e (1)   | 2 |
| 11. | 2 bho: saoil dè chanadh Seònaid? (1) An tigeadh i chun an dorais? (1) An dùisgeadh i? (1)   | 2 |
| 12. | thòisich cù a' comhartaich (1) am broinn an taighe (1)  | 2 |
| 13. | A dh'fhoighneachd am pòsadh i e (1) a chionn gun robh gaol aige oirre (1)   | 2 |
| 14. | Gun robh e air a bhith ag òl  | 1 |
| 15. | rinn e dranndan (1) agus sheall e fhiaclan (1)  | 2 |

**Total marks (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>
12-14	<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 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]