



**2009 Gàidhlig**

**Advanced Higher**

**Finalised Marking Instructions**

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**2009 Gàidhlig**

**An Àrd Ìre Adhartach**

**Roinn (i) Sgrìobhadh**

<b>Mark Range</b>	<b>Description of Performance</b>
<b>42-50</b>	<ul style="list-style-type: none"><li>• The candidate's response to the task reveals a high degree of thoughtfulness, insight and imagination.</li><li>• The structure of the candidate's response is sequenced to create significant impact.</li><li>• The stance adopted is distinctive and skilfully created and sustained.</li><li>• Style and language are used consistently with skill and crispness.</li></ul>
<b>35-41</b>	
<b>32-34</b>	<ul style="list-style-type: none"><li>• The candidate's response to the task reveals a good degree of thoughtfulness, insight and imagination.</li><li>• The structure of the candidate's response is sequenced to create impact.</li><li>• The stance adopted is clear and may reveal some skilful endeavours to control tone or mood.</li><li>• Style and language are used with a measure of skill to achieve desired outcomes.</li></ul>
<b>30-31</b>	
<b>27-29</b>	<ul style="list-style-type: none"><li>• The candidate's response to the task may reveal a degree of thoughtfulness, insight and imagination.</li><li>• The structure of the candidate's response is sequenced to create some impact.</li><li>• The stance adopted is mostly clear and appropriate with an endeavour to create tone or mood.</li><li>• Style and language are used to achieve desired outcomes.</li></ul>
<b>25-26</b>	
<b>20-24</b>	<ul style="list-style-type: none"><li>• The candidate's response to the task reveals little thoughtfulness, insight or imagination.</li><li>• The structure of the candidate's response is poorly sequenced and creates little or no impact.</li><li>• The stance adopted is unclear with little endeavour to create tone or mood.</li><li>• Style and language frequently do not achieve desired outcomes.</li></ul>
<b>17-19</b>	<ul style="list-style-type: none"><li>• The candidate's response to the task reveals very little thoughtfulness, insight or imagination.</li><li>• The structure of the candidate's response is very poorly sequenced and creates little or no impact.</li><li>• The stance adopted is unclear with hardly any endeavour to create tone or mood.</li><li>• Style and language hardly achieve desired outcomes.</li></ul>
<b>0-16</b>	

## Roinn (ii) Sgrùdadh

### Earrann 1 – Rosg

**Is e stiùireadh a tha anns na sgeamaichean agus gabhar ri freagairtean iomchaidh eile cuideachd.**

- |    |   |             |
|----|---|-------------|
| 1. | Tha e air a sgrìobhadh anns a' chànan a bhiodh muinntir Hiort a' bruidhinn (1) is chan ann ann am Beurla (1).   | 2           |
| 2. | A chionn is nach eil a' chuid mhòr de na daoine a dh'fhàg an t-eilean beò (1) is nam biodh dh'fhaodadh am fiosrachadh sònraichte a bha aca (1) bhith air a chleachdadh san leabhar (1).   | 3           |
| 3. | A chionn is gun do sgrìobh dithis a bha a' fuireach air an eilean cunntasan nan sgrìobhadh fhèin (1) is fhuair an sgrìobhadair lethbhreacan dhiubh sin (1).   | 2           |
| 4. | Bha, gun do phòs (mac agus nighean le Calum MacCuithinn) dithis a b' àbhaist a bhith a' fuireach air an eilean (1) daoine a bha gu math càirdeach do mhàthair an sgrìobhadair (1).  | 2           |
| 5. | <b>Dhà à:</b> Bha iad mar gum biodh iad a' greimeachadh ri rud sam bith aig an robh ceangal ris an dachaigh a bh' aca (1). Tha e cuideachd a' sealltainn cho làidir is a bha an ceangal fhathast ris an eilean (1) Cho mòr is a bha an cianalas orra (1). | 2           |
| 6. | <b>Dhà à:</b> Cha robh iad soirbheachail idir (1) is tha na facail – ged a rinneadh an oidhirp air a mùchadh – mhair i ann am beòil an t-sluaigh chun na crìch (1) a' sealltainn seo.   | 2           |
| 7. | Gun robh tòrr dhaoine ann an Sasainn agus air Ghalltachd a chuir taic ri na Hiortaich a thaobh na Gàidhlig (1) ged a bha mòran de luchd foghlaim is an riaghaltas na h-aghaidh (1).   | 2           |
|    |   | <b>(15)</b> |

## Earrann 2 – Bàrdachd

1. A' chaora a' riochdachadh a' choimhearsnachd/an dòigh beatha Gàidhealach (1) is an fheannag a' riochdachadh na rudan a tha a' toirt buille bàis dhan dòigh beatha sin (1). 2
  2. Tha e a' sealltainn nach eil i idir toilichte mu na daoine tha air tighinn a-steach dhan choimhearsnachd (1) – tha i cho mi-thoilichte is nach eil i fiù 's gan ainmeachadh – tha i dìreach a' cleachdadh iad air an son (1). Tha i a' cur astar eadar i fhèin is na daoine seo. 2
  3. **Dhà à:** Gu bheil ùine gu leòr aca (1) is nach eil mòran obrach fainear dhaibh (1). Gur e cur-seachad fuadain a tha fainear dhaibh (1) is nach e obair thraidiseanta (1). 2
  4. Airson aire an leughadair a tharraing thuige (1) airson seòrsa de mhagadh no fanaid a dhèanamh air (1). 2
  5. Bidh fhàileadh blàth a' bhainne air falbh às na bathchannan (1) is iad làn thruinnsearan, fuar pottery airson an luchd-turais (1). 2
  6. Gu bheil an dòigh beatha air atharrachadh gu mòr/gu bheil saoghal ùr ann (1). Tha na brògan tacaideach a' samhlachadh obair an fhearainn/seann saoghal mar rud a tha air a dhol à sealladh (1) is nach eil an dòigh beatha sin a' dol a thilleadh tuilleadh san aon dòigh (1). 3
  7. Tha na facail a' sealltainn mar a bha i a' faireachdainn: gun robh e mi-nàdarra dha na daoine seo bhith fuireach anns an àite – guthan – a' dol an aghaidh na gaoith (1). Tha fuaim cruaidh, searbh aig na facail – guthan cruaidh Sasannach – cha robh sgeul air guth nan daoine a bhuineadh don àite no air a' Ghàidhlig (1). 2
- (15)

### **Roinn (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:

- recognise key elements, central concerns and significant details of the text
- explain accurately and in detail the ways in which aspects of structure, style and/or language contribute to the meaning, effect and/or impact of the text
- provide a considered personal response with detailed and relevant evidence from the text
- use critical terminology appropriate to the text.

<b>Mark Range</b>	<b>Description of Performance</b>
<b>42-50</b>	<ul style="list-style-type: none"><li>• The candidate demonstrates a clear and thoughtful consideration of the text which indicates a personal and definite interaction with it.</li><li>• The candidate's response to the text demonstrates a clear understanding of key elements, central concerns and significant details of it.</li><li>• The candidate's response to the text includes relevant and insightful critical comment and demonstrates confident handling of literary/linguistic concepts, techniques, forms.</li><li>• The candidate makes judgements which are relevant, thoughtful and clearly based on detailed evidence drawn from the text.</li></ul>
<b>35-41</b>	
<b>32-34</b>	<ul style="list-style-type: none"><li>• The candidate demonstrates a thoughtful consideration of the text which indicates a personal and definite interaction with it.</li><li>• The candidate's response to the text demonstrates a good understanding of key elements, central concerns and significant details of it.</li><li>• The candidate's response to the text includes relevant and insightful critical comment for the most part and demonstrates good handling of literary/linguistic concepts, techniques, forms.</li><li>• The candidate makes judgements which are relevant, thoughtful and based on evidence drawn from the text.</li></ul>
<b>30-31</b>	
<b>27-29</b>	<ul style="list-style-type: none"><li>• The candidate demonstrates a sufficient amount of thoughtful consideration to indicate an adequate personal interaction with it.</li><li>• The candidate's response to the text demonstrates an awareness of key elements, central concerns and significant details of it.</li><li>• The candidate's response to the text includes some relevant and thoughtful critical comment and demonstrates adequate handling of literary/linguistic concepts, techniques, forms.</li><li>• The majority of the candidate's judgements are relevant and based on evidence drawn from the text.</li></ul>
<b>25-26</b>	
<b>20-24</b>	<ul style="list-style-type: none"><li>• The candidate does not demonstrate sufficient evidence of thoughtful consideration to indicate an adequate personal interaction with the text.</li><li>• The candidate's response to the text demonstrates little awareness of key elements, central concerns and significant details of it.</li><li>• The candidate's response to the text includes hardly any relevant or thoughtful critical comment and does not adequately demonstrate awareness of literary/linguistic concepts, techniques, forms.</li><li>• The majority of the candidate's judgements are not relevant.</li></ul>

<b>17-19</b>	<ul style="list-style-type: none"> <li>• The candidate demonstrates very little or no evidence of thoughtful consideration to indicate an adequate personal interaction with the text.</li> <li>• The candidate's response to the text demonstrates little or no awareness of key elements, central concerns and significant details of it.</li> <li>• The candidate's response to the text includes no relevant or thoughtful critical comment and does not adequately demonstrate awareness of literary/linguistic concepts, techniques, forms.</li> <li>• The majority of the candidate's judgements are not relevant.</li> </ul>
<b>0-16</b>	

**Roinn (iv) Eadar-theangachadh**

- |     |   |   |
|-----|---|---|
| 1.  | Carson a bhitheas daoine                                | 1 |
| 2.  | a' siùbhal air treana?                                  | 1 |
| 3.  | Tha cuid de dhaoine cinnteach                           | 1 |
| 4.  | gu bheil draghan mun àrainneachd                        | 1 |
| 5.  | nam pàirt den tarraing.                                 | 1 |
| 6.  | Gun teagamh   | 1 |
| 7.  | tha an treana nas fheàrr dhan àrainneachd.              | 1 |
| 8.  | Chan eil turas gu tìr-mòr na Roinn Eòrpa                | 1 |
| 9.  | agus air ais ag adhbhrachadh ach                        | 1 |
| 10. | 10% dhan truailleadh                                    | 1 |
| 11. | a tha falbh air itealan ag adhbhrachadh.                | 1 |
| 12. | 'S dòcha nach bi ann ach turas goirid air an itealan    | 1 |
| 13. | ach a dh'aindeoin sin,                                  | 1 |
| 14. | tha bhith nad shuidhe air 737 airson uair an uaireadair | 1 |
| 15. | air fear de na dòighean as miosa                        | 1 |
| 16. | air truailleadh adhbhrachadh.                           | 1 |
| 17. | Dh' fhaodadh gu bheil                                   | 1 |
| 18. | daoine mothachail mu na rudan sin                       | 1 |
| 19. | ach a bheil iad daonnan a' cuimhneachadh orra           | 1 |
| 20. | gu h-àraid nuair a tha iad nan cabhaig?                 | 1 |

**(20)**

[END OF MARKING INSTRUCTIONS]