



National
Qualifications
2022

2022 Gaelic (Learners)

Reading and Translation

Advanced Higher

Finalised Marking Instructions

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General marking principles for Advanced Higher Gaelic (Learners): Reading and Translation

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this paper are as follows:
 - (i) The first set of questions (worth 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
 - (ii) The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
 - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Marking instructions for each question

Section 1 - Reading

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.			<ul style="list-style-type: none"> • uncertainty regarding pensions • rise in retirement age • fuel prices continuing to increase • lack of support from health services 	4	
2.	(a)		<ul style="list-style-type: none"> • a lot (of public spending) in Scotland goes towards elderly care • for example, services such as pensions, free bus travel, benefits, and health 	2	
	(b)		<ul style="list-style-type: none"> • two thirds of people in care homes never have a visitor • doctors say loneliness has the same effect on the health of the elderly as smoking 15 cigarettes a day 	2	
3.	(a)		<ul style="list-style-type: none"> • open, lively and felt close (to the old people) • played and made the old people move more 	2	
	(b)		<ul style="list-style-type: none"> • uncertain to begin with but accepted it after a while • improvement (in tests) on memory, mood and mobility/movement • the project changed their lives • felt younger, healthier and happier <p>Any 2 from 4</p>	2	
4.	(a)		<ul style="list-style-type: none"> • things to encourage (the residents) to remember and talk • many of those in the care home were suffering with dementia 	2	
	(b)		<ul style="list-style-type: none"> • improved their Gaelic skills • because they heard new words and Gaelic dialects from different areas 	2	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
5.	(a)		<ul style="list-style-type: none"> • companies must give people time to go and see elderly relatives • people who do not (visit elderly relatives) may be fined or sent to prison 	2	
	(b)		<ul style="list-style-type: none"> • people look after their own families • there is not so much pressure on the state 	2	
	(c)		<ul style="list-style-type: none"> • it is not rude at all, there is a lot of honour and respect associated with it (or similar) 	1	
6.			<ul style="list-style-type: none"> • mother got help around house and with childcare • James learned a lot about traditions and the history of the area (from their grandmother) • grandmother said it kept her young • young and old were used to spending time together • each generation benefitted from it <p>Any 2 from 5</p>	2	

Question	Expected response(s)	Max mark	Additional guidance								
7.	<ul style="list-style-type: none"> • persuasive - to encourage us to help the older people in our communities • informative - discusses the issue of care for older people across the world. • to make the reader contemplate how we care for older people in the UK • enquiring style that makes the reader question aspects of the subject and come to our own conclusion • use of rhetorical questions to make the reader think about the issue • language - journalistic - factual, reflective, quotes from people <p>Examples of language which show these concerns and viewpoints:</p> <ul style="list-style-type: none"> • facts - population growth and increase in life expectancy (paragraph 1) to substantiate the argument • “ar” - these are ‘our’ neighbours/relations - giving the reader a sense of responsibility • word choice, for example, ‘Ach’ in paragraph 2 to change from one side of the argument to the other • proven examples of how schemes to improve the lives of older people have been beneficial, for example, young children care homes, Gaelic pupils speaking to old people in Gaelic • use of Highland family example - Scottish people and Gaelic speakers can relate to this • international statistics to show how other countries deal with the elderly • “suidheachadh tàmailteach” - an insight into the writer’s opinion • “gun teagamh” in the conclusion - writer is certain in his/her opinion • “leigheas...nach eil aig dotair sam bith” - how simple schemes for the elderly can be better than any doctor’s medicine • “tha làn thìde againn...” - persuasive, demanding - it is high time we act on this. 	7	<table border="1"> <thead> <tr> <th data-bbox="1391 252 1541 323">Pegged Marks</th> <th data-bbox="1541 252 2092 323">Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="1391 323 1541 667">7 OR 5</td> <td data-bbox="1541 323 2092 667">The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected response column, or any other equally appropriate response.</td> </tr> <tr> <td data-bbox="1391 667 1541 906">3 OR 1</td> <td data-bbox="1541 667 2092 906">The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.</td> </tr> <tr> <td data-bbox="1391 906 1541 1042">0</td> <td data-bbox="1541 906 2092 1042">The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>	Pegged Marks	Criteria	7 OR 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected response column, or any other equally appropriate response.	3 OR 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.	0	The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.
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Section 2 - Translation

Question	Expected response(s)	Max mark	Additional guidance
8.	<p>Translate the underlined section into English. (lines 47-53)</p> <p><i>Thòisich oileanach Albannach a' toirt dhaoine . . . leithid de rud fheuchainn anns an sgìre aca fhèin.</i></p>	20	<p>The translation into English is allocated 20 marks. The text for translation is divided into a number of sense units. Each sense unit is worth 2 marks. Award marks according to the quality and accuracy of the translation into English. Award a mark for each sense unit, as follows:</p> <p>2 marks – good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p>1 mark – satisfactory The candidate understands and conveys essential information clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. They convey the key message in spite of inaccuracies and weaknesses in the use of English.</p> <p>0 marks – unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 1 <i>Thòisich oileanach Albannach a' toirt dhaoine bho dhachaighean-cùraim anns an Eaglais Bhric</i>	a Scottish student started taking people from care homes in Falkirk	a Scottish student took people from care homes	
Unit 2 <i>a-mach air cuairtean air baidhsagail trì-chuibhleach</i>	out on trips on a three wheel bike/tricycle	out on a trip on a bicycle	
Unit 3 <i>as dèidh dha brosnachadh fhaighinn bho sgeama às an Danmhairg.</i>	after getting encouragement/inspiration from a scheme from Denmark.	after encouragement from Denmark.	
Unit 4 <i>Bha an t-oileanach a' toirt a-mach a bhith na dhotair</i>	The student was studying to be a doctor		
Unit 5 <i>agus thuig e gum biodh an iomairt seo na buannachd dhaibh.</i>	and he understood that the initiative/enterprise/campaign would be a benefit/an advantage to them.		
Unit 6 <i>Bhiodh cothrom aca a bhith a-muigh anns a' choimhearsnachd</i>	They would have the opportunity to be outside in the community	They would get the opportunity to be outside	

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 7 <i>seach a bhith nan suidhe am broinn dachaigh-cùraim fad na tìde.</i>	instead of sitting inside a care home all the time.	not being stuck inside.	
Unit 8 <i>'S e soirbheachas mòr a bha sa sgeama phileat seo</i>	This pilot scheme was a big success	The scheme was successful	
Unit 9 <i>a thug an uimhir de mhisneachd do dhaoine eile</i>	which gave so much confidence to other people	it gave people confidence	
Unit 10 <i>leithid de rud fheuchainn anns an sgìre aca fhèin.</i>	to try such a thing in their own area.	they tried things in the area.	

[END OF MARKING INSTRUCTIONS]