



National
Qualifications
2022

2022 Gaelic (Learners)

Reading

Higher

Finalised Marking Instructions

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General marking principles for Higher Gaelic (Learners) Reading

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) Marks are available as follows
 - (i) The first set of questions (worth 18 marks in total) asks candidates to provide answers based on comprehension of information from the text. There are generally 1-3 marks available for each question.
 - (ii) The penultimate question is the overall purpose question, and candidates must identify the overall purpose of the text and draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged mark descriptors (2/1/0) and associated commentary are available, along with further guidance, in the detailed marking instructions.
 - (iii) The last question is the translation. For this question, candidates must translate the underlined section of the text. The section for translation is divided into five sense units. For each sense unit, award 2, 1 or 0 marks: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

Marking instructions for each question

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.			<ul style="list-style-type: none"> industry only started in the 50s/or/the industry didn't start until the 50s 	1	
2.			<ul style="list-style-type: none"> main producers/creators in the world market 	1	
3.	(a)		<ul style="list-style-type: none"> so durable (accept firm) very light cheap to make <p>Any 2 from 3</p>	2	
	(b)		<ul style="list-style-type: none"> half of it is thrown away after only being used once 	1	
	(c)		<ul style="list-style-type: none"> as world population rises the damage to the environment worsens 	2	
4.	(a)		<ul style="list-style-type: none"> governments have poor/bad control on plastic waste/rubbish 	1	
	(b)		<ul style="list-style-type: none"> (if it enters the environment) it will be there forever 	1	
5.			<ul style="list-style-type: none"> every corner of the world deep sea trenches(ditches) remote islands <p>Any 2 from 3</p>	2	deep
6.			<ul style="list-style-type: none"> they may be injured by large pieces of plastic 	1	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
7.			<ul style="list-style-type: none"> • sunlight • movement of the waves 	2	
8.			<ul style="list-style-type: none"> • make less of it • don't use as much of it 	2	
9.			<ul style="list-style-type: none"> • use cotton hankies instead of paper ones • avoid single use cups in coffee shops • take your own bags to the shop <p>Any 2 from 3</p>	2	

Question		Expected response(s)	Max mark	Additional guidance
10.		<ul style="list-style-type: none"> • accept any reasonable answer with reference to the text • no, and reasons: <ul style="list-style-type: none"> – warnings throughout the passage – uses evidence from passage – advice to reader on how to avoid using plastic waste 	2	<p>Award 2 marks where the candidate provides a clear answer, with justification that shows an accurate reading of the text.</p> <p>Award 1 mark where the candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</p> <p>Award 0 marks where the candidate simply provides information to be found in the text by simply re-stating answers to previous questions.</p>

Question	Expected response(s)	Max mark	Additional guidance
11.	<p>Translate into English:</p> <p><i>Is dòcha gum . . . mòr a dhèanamh.</i> (lines 39-44)</p>	10	<p>The translation into English is allocated 10 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.</p> <p>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
<p><u>Unit 1</u></p> <p><i>Is dòcha gum bu chòir dhuinn an uair sin beachdachadh air goireasan eile a bhios sinn a' cleachdadh.</i></p>	<p>Perhaps we should then consider other resources that we use.</p>		
<p><u>Unit 2</u></p> <p><i>Smaoinich air na rudan a bhios tu fhèin an sàs ann, leithid teicneòlas ùr.</i></p>	<p>Think about the things that you are involved in, like new technology.</p>		
<p><u>Unit 3</u></p> <p><i>Nan cumadh tu am fòn làimh agad beagan bhliadhnaichean a bharrachd,</i></p>	<p>If you kept your (mobile) phone for a few more years,</p>		
<p><u>Unit 4</u></p> <p><i>chuidicheadh e le bhith a' gearradh sìos air beagan den truailleadh san àrainneachd.</i></p>	<p>it would help by cutting down on a little of the pollution in the environment.</p>		
<p><u>Unit 5</u></p> <p><i>Tha pàirt againn uile ri chluich agus beag air bheag, faodaidh sinn diofar mòr a dheanamh.</i></p>	<p>We all have a part to play and little by little, we can make a big difference.</p>		

[END OF MARKING INSTRUCTIONS]