



National
Qualifications
2023

2023 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 candidates' 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"> • about 70,000 people with Italian heritage live in Scotland today • we are all familiar with names like (Paolo Nutini, Lewis Capaldi and Nicola Benedetti) 	2	
2.	(a)		<ul style="list-style-type: none"> • poor economic state in Italy • lots of people were living in poverty, with famine and drought • economy was based on agriculture but this was suffering because of developments in industry • growing population - difficult for poor people to get work • people wanted a better life with work and a good salary <p>Any 3 from 5</p>	3	
	(b)		<ul style="list-style-type: none"> • people wanted to move to an area where there was already an Italian community • US immigration policy made it difficult for people to move there 	2	
3.	(a)		<ul style="list-style-type: none"> • (fish and potatoes) were cheap and easy to get (in Scotland at that time) 	1	
	(b)		<ul style="list-style-type: none"> • at first - sold out of barrows in poor areas of big towns/cities • as they became richer, they could buy buildings in town/city centres to open smart restaurants 	2	Wheelbarrows

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
	(c)		<ul style="list-style-type: none"> • people started going out for dinner/meals more often • they wanted to try new, different things • there was great demand for (restaurants that offered) traditional Italian food <p>Any 2 from 3</p>	2	
4.			<ul style="list-style-type: none"> • family members started to come over from Italy to stay with them in Scotland • members of the same family worked in the same café • social groups were set up so Italians could maintain their friendships <p>Any 2 from 3</p>	2	
5.	(a)		<ul style="list-style-type: none"> • 60% of them have relatives in Scotland • many feel they have a Scottish and an Italian identity 	2	Friends
	(b)		<ul style="list-style-type: none"> • Scottish Week in September • Burns Night in January - with pipe music and Burns poetry • restaurants sell Scottish breakfast and Irn Bru • some people have Glasgow accents when they speak English • people support Scottish football teams <p>Any 3 from 5</p>	3	DO NOT ACCEPT BURNS NIGHT ON ITS OWN
	(c)		<ul style="list-style-type: none"> • Italian surnames like Donaldi are said to come from the Gaelic surname MacDonald • research by a Swiss University found there was around 800 Gaelic words in the local dialect/vocabulary 	2	
	(d)		<ul style="list-style-type: none"> • he does not know if he is Scottish or Italian • he feels just as comfortable at a ceilidh as he feels at an Italian wedding 	2	

Question		Expected response(s)	Max mark	Additional guidance									
6.		<ul style="list-style-type: none"> • Informative piece. • Factual information used, eg, gives statistics to show the numbers who moved to Scotland from Italy, years, etc. • To highlight the history between Scotland and Italy, eg, what led people to leave Italy, why they settled in Scotland, etc. • To highlight the close link that still exists between Scotland and Italy. • Writes about how Italian immigrants assimilated into Scottish society, eg, using local ingredients to make a living. • Writes about how Italian food, in particular, has become so widely accepted all over Scotland. • Use of Italian phrases (<i>pesce e patate</i>, <i>gelato</i>) shows the writer's interest in the topic. • Realistic picture - also writes about the difficulties the Italian immigrants sometimes faced among Scottish people. • Lots of examples given about Scottish influences on places in Italy. • Quotes from individuals to give real life experiences and thus strengthen the writer's points, eg, the cultures are so intertwined that Marco Romano feels equally Scottish and Italian. • Article finishes on a positive note, eg, "sgeulachd inntinneach" and "nach math gu bheil an ceangal eadar an dà dhùthaich fhathast làidir" show the writer's interest in and appreciation for the link between the two countries and the importance the writer places in the connection between Scotland and Italy. 	7	<table border="1"> <thead> <tr> <th>Pegged Marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 OR 5</td> <td>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 responses column, or any other equally appropriate response.</td> </tr> <tr> <td>3 OR 1</td> <td>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>0</td> <td>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 responses 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
7.	<p>Translate the underlined section into English: (lines 36-45) (paragraph 5)</p> <p><i>A dh'aindeoin seo... chudromach dhen dualchas na h-Alba.</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>A dh'aindeoin seo, cha robh cùisean anns na cafaidhean idir furasta dhaibh an toiseach.</i>	In spite of this, things in the cafes were not at all easy for them at first.	In spite of that, the cafes were not easy.	
Unit 2 <i>Bha sgaradh ann a thaobh cultair</i>	There was a cultural division		There was a separation beside culture
Unit 3 <i>oir bha dòigh-beatha eadar-dhealaichte aig an fheadhainn a thàinig às an Eadailt</i>	because the ones/people who came from Italy had a different way of life/lifestyle		
Unit 4 <i>agus cha do ghabh cuid dhe na h-Albannaich ri seo.</i>	and some Scots/Scottish people did not accept this.		and they did not take/have this.
Unit 5 <i>Cha robh iad toilichte gun robh cafaidhean Eadailteach fosgailte air Latha na Sàbaid</i>	They were not happy that the Italian cafes were open on Sundays		
Unit 6 <i>no gun robh iad fosgailte nas anmoiche na na taighean-seinnse, ged nach biodh iad a' reic deoch-làidir.</i>	or that they were open later than the pubs, although they did not sell alcohol.		

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p>Unit 7</p> <p><i>Air an làimh eile, bha daoine toilichte gun robh na cafaidhean a' cumail dhaoine air falbh bho na taighean-seinnse.</i></p>	<p>On the other hand, people were happy that the cafes were keeping people away from the pubs.</p>		
<p>Unit 8</p> <p><i>Mu àm an dàrna cogaidh, gu mì-fhortanach, thachair ionnsaighean air cafaidhean</i></p>	<p>Around/about the time of the second world war, unfortunately, attacks took place/happened to cafes</p>		
<p>Unit 9</p> <p><i>oir bha Riaghaltas na h- Eadailt a' cumail taic ris a' Ghearmailt.</i></p>	<p>because Italy's government supported Germany.</p>		
<p>Unit 10</p> <p><i>Ach, bhon àm sin, tha na coimhearsnachdan Eadailteach-Albannach air a bhith mar phàirt chudromach dhen dualchas na h-Alba.</i></p>	<p>But, since that time, the Italian-Scots communities have been an important part of Scotland's heritage.</p>		

[END OF MARKING INSTRUCTIONS]