



FOR OFFICIAL USE

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National
Qualifications
SPECIMEN ONLY

Mark

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SQ18/H/03

Gaelic (Learners) Listening and Literature

Date — Not applicable

Duration — 1 hour and 15 minutes



Fill in these boxes and read what is printed below.

Full name of centre

--

Town

--

Forename(s)

--

Surname

--

Number of seat

--

Date of birth

Day

Month

Year

--	--

--	--

--	--

Scottish candidate number

--	--	--	--	--	--	--	--	--	--

Total marks — 30

SECTION 1 — LISTENING — 20 marks

Attempt ALL questions.

You will hear two items in Gaelic. **Before you hear each item, you will have one minute to study the questions.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, in **English**, in the spaces provided.

SECTION 2 — LITERATURE — 10 marks

Attempt ONE Literature question. Write your answer, in English, in the space provided. You may use an unannotated copy of your chosen text.

Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

You are not allowed to leave the examination room until the end of the test.

You may use a Gaelic dictionary. Use **blue** or **black** ink.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS DO NOT WRITE IN THIS MARGIN

Item 1

You listen to Ruairidh Graham who talks about his involvement in tennis.

- (a) Ruairidh says he has a long and tiring day ahead of him. What will he have to do in the morning? State **two** things. 2

- (b) What does he do every evening? State **two** things. 2

- (c) Give any **two** reasons why this can be extra difficult at times. 2

- (d) State any **two** things he has to do at the weekend. 2



* S Q 1 8 H 0 3 0 2 *

Item 2

Ruairidh interviews his friend, Kate, who is also involved in sport, for the school website.

- (a) Kate says she is involved in swimming. What was unusual about her first experience of this sport? State **one** thing. 1

- (b) Initially Kate didn't find swimming to be particularly easy. What changes occurred after following her coach's advice? State any **one** thing. 1

- (c) What effect did Kate's first win have on her? State **one** thing. 1

- (d) What did she feel like after winning a race at national level for her age group? State **two** things. 2

- (e) Name one of the ways Kate prepares for a big race. State any **one** thing. 1

- (f) What is on her mind once the race begins? Give **three** details. 3

- (g) What would Kate like to go on to achieve? State any **one** thing. 1



Item 2 (continued)

MARKS DO NOT WRITE IN THIS MARGIN

(h) Kate has been invited to attend a training school in Plymouth.

(i) Apart from swimming training state any **one** of the differences she will encounter in her new school.

1

(ii) State any **one** way in which the move might be difficult.

1



* S Q 1 8 H 0 3 0 4 *

SECTION 2 — LITERATURE — 10 marks

Attempt ONE question

MARKS
DO NOT
WRITE IN
THIS
MARGIN

Write your answer in the space provided on Pages six to nine.

3. Choose a play in which there is a character you felt sorry for. Briefly explain why you felt sorry for the character, and then go on to explain how the dramatist has managed to make you feel this way.
4. Choose a novel in which a character(s) evolves through the course of their experiences. Explain how the writer has developed the character(s) and discuss how this enhances your understanding of the novel as a whole.
5. Choose a short story in which the writer has succeeded in drawing the reader into the lives of its character(s), despite the restriction of length. Briefly describe the situation a character(s) are in, and then explain how the writer has managed to involve the reader in their experiences.
6. Choose a poem that has a strong emotional appeal. Briefly describe the emotion involved, and then go on to explain how the poet has used the techniques of poetry to achieve this.
7. Choose a literary text that presents an experience that is likely to be new to the reader. Briefly describe the experience, and then go on to explain how the writer uses features of language to present it vividly.



* S Q 1 8 H 0 3 0 5 *

MARKS

DO NOT
WRITE IN
THIS
MARGIN

ANSWER SPACE FOR SECTION 2 (continued)

A series of 25 horizontal lines for writing answers.



ADDITIONAL SPACE FOR ANSWERS

MARKS

DO NOT
WRITE IN
THIS
MARGIN



* S Q 1 8 H 0 3 1 0 *

ADDITIONAL SPACE FOR ANSWERS

MARKS

DO NOT
WRITE IN
THIS
MARGIN



* S Q 1 8 H 0 3 1 1 *



National
Qualifications
SPECIMEN ONLY

SQ18/H/13

**Gaelic (Learners)
Listening Transcript**

Date — Not applicable

Duration — 1 hour

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



* S Q 1 8 H 1 3 *

Transcript — Higher

Instructions to reader(s)

For each item, read the English once, then read the Gaelic twice, with an interval of 1 minute between the two readings. On completion of the second reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked (f) should be read by a female speaker and those marked (m) by a male; those sections marked (t) should be read by the teacher.

(t) Item 1

You listen to Ruairidh Graham who talks about his involvement in tennis.

You now have one minute to study the questions for Item 1.

- (m) Is mise Ruairidh Greumach. 'S e Diciadain a th' ann an-diugh, agus tha latha fada, sgìtheil air thoiseach orm. Tha mo mhàthair den bheachd gur e glè bheag de dheugairean a bhiodh deònach èirigh ro shia uairean sa mhadainn airson dà uair de thrèanadh cruaidh air a' chùirt-teanas mus tòisich iad air latha-sgoile. Tha sin gu deimhinn fìor mu mo bhràthair!

Chan eil fois agam feasgar nas motha. Cho luath 's a tha obair-dachaigh air a dèanamh agus biadh air a ghabhail tha mi air ais air a' chùirt-teanas airson seisean eile. Dà uair a thìde a bharrachd!

Chan eil seo furasta nuair a tha i dubh dorcha agus fuar a-muigh anns a' gheamhradh no nuair a tha tòrr agam ri dhèanamh airson measaidhean sgoile. Chan eil mòran ùine air fhàgail airson cur-seachadan eile.

Ma tha mi trang tron t-seachdain 's ann a tha nas lugha ùine agam aig an deireadh-sheachdain. Tha cuairtean agam don ionad-spòrs mhòr ann an Inbhir Nis gach mìos, làithean trèanaidh nàiseanta ann an Sruighlea sia tursan sa bhliadhna agus suas ri fichead farpais teanas air feadh na dùthcha. Dh'obraich m' athair a-mach gun do rinn mi còrr is 20,000 mìle air na rathaidean an-uiridh.

'S e seo an duilgheadas a th' agam. Ma tha mi airson adhartas a dhèanamh dhan ath ìre feumaidh mi a bhith far a bheil an trèanadh agus na goireasan as fhèarr - agus chan eil iad sin rim faighinn faisg air an dachaigh.

(2 minutes)

(t) Item 2

Ruairidh interviews his friend Kate, who is also involved in sport, for the school website.

You now have one minute to study the questions for Item 2.

(m) Madainn mhath, a Cheit.

(f) Madainn mhath, a Ruairidh.

(m) Innis dhomh beagan mu do dheidhinn fhèin, a Cheit.

(f) Uill, tha mi seachd bliadhna deug a dh'aois, agus tha mi a' fuireach ann an Dùn Èideann. Tha mi san t-siathamh bliadhna anns an Àrd-sgoil, agus tha mi gu mòr an sàs ann an snàmh.

(m) Tha thu a' snàmh aig ìre gu math adhartach a-nis. Innis dhuinn mar a thòisich thu.

(f) Neònach gu leòr nuair a bha mi beag cha bu toigh leam an t-uisge idir agus bha an t-eagal orm.

Dh'fhàs mi cleachdte ris ge-tà agus nuair a thòisich mo phiuthar a' dol gu club snàimh chaidh mi ann cuide rihte. Tha sinn le chèile gu math farpaiseach.

Fìù 's an uair sin cha robh an gnothach a' còrdadh rium ro mhath. Bha mi a' dèanamh glè mhath air ruith aig an àm agus cha robh snàmh cho furasta.

(m) Ciamar a rinn thu adhartas?

(f) Ghabh mi comhairle an luchd-trèanaidh agus thàinig mi air adhart mean air mhean. Bha mi an uair sin na bu luaithe agus na bu làidire.

Bhuannaich mi a' chiad rèis ionadail agam nuair a bha mi naoi agus thug sin misneachd mhòr dhomh.

(m) Dè an ath cheum a ghabh thu?

(f) Thòisich mi nam bhall de sgioba snàmh Dhùn Èideann. Chaidh mi air adhart gu farpais nàiseanta air an ath bhliadhna agus fhuair mi a' chiad àite airson m' aois an sin. Bha mi moiteil asam fhèin airson an obair a rinn mi agus uabhasach toilichte airson mo theaghlach agus an luchd-taic agam.

(m) Innis dhuinn cò ris a tha e coltach nuair a tha thu a' dèanamh deiseil airson rèis mhòr. Cò air a bheil thu a' smaoinichadh?

(f) Uill, is toigh leamsa a bhith a' bruidhinn, ach airson còig mionaidean co-dhiù ron rèis cha chluinn thu bìog bhuam. Feumaidh plana a bhith agam soilleir nam inntinn. Chan èist mi mòran ri fuaim an luchd-leantainn. Tha mi air bhioran gun tòisich sinn agus cho luath 's a bhuaileas mi an t-uisge chan eil mi a' toirt an aire do rud sam bith, fìù 's na farpaisich eile. Tha mi dìreach a' feuchainn ri falbh cho dìreach agus cho luath 's as urrainn dhomh. Ma nì mi mo dhìcheall tha fios agam gun tèid agam air buannachadh.

(m) Dè tha gad chumail a' dol?

(f) Tha mi air a bhith soirbheachail ann an grunn fharpaisean mòra a-nis agus tha mi a' faireachdainn gun urrainn dhomh barrachd adhartas a dhèanamh. Bu toigh leam feuchainn air an sgioba nàiseanta agus farpaisean mòra eadar-nàiseanta nan inbheach. 'S e sin a tha mi ag iarraidh seach rud sam bith eile agus tha cothrom agam a-nis.

(m) Ciamar a tha thu faireachdainn mun chuireadh a fhuair thu gluasad gu sgoil snàimh eadar-nàiseanta ann am Plymouth?

(f) Tha fios agam gum bi an sgoil gu math eadar-dhealaichte bho seo. Bidh mi a' fuireach ann an ostail, bidh sgoilearan ann bho tòrr dhiofar dhùthchannan agus cha bhi mi a' dèanamh nan aon chuspairean a tha mi a' dèanamh an-dràsta.

Feumaidh mi mar eisimpleir Gàidhlig a dhèanamh mar chuspair a bharrachd air-loidhne fhad 's a tha mi air falbh, agus cha bhi sin furasta. Bidh e doirbh cuideachd a bhith cho fada air falbh bho mo theaghlach, agus tha e gu math cudromach dhomh gun cùm mi suas ri mo charaidean aig an taigh, air loidhne no air am fòn.

Tha e mì-fhortanach nach eil goireasan sgoinneil mar a th' aca ann am Plymouth nas fhaige air làimh an-dràsta, ach tha mi math air faighinn air adhart le daoine agus is toigh leam dùbhlain ùra mar seo. Mar sin tha mi dha-rìribh a' coimhead air adhart ris.

(m) Tapadh Leat a Cheit agus gur math thèid leat. Bidh mi gad fhaicinn aig na h-Oilimpigs!

(2 minutes)

(t) End of test.

Now look over your answers.

[END OF SPECIMEN TRANSCRIPT]



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SQ18/H/03

Gaelic (Learners)
Listening and Literature

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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General Marking Principles for Higher Gaelic (Learners) Listening

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 and the answers for each question must come from the Item.
- (e) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. 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: Section 1 – Listening

Item 1

Question		Expected response	Max mark	Additional guidance
1	a	<ul style="list-style-type: none"> • Get up before six in the morning • Two hours hard training on the tennis court before starting the school day 	2	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
1	b	<ul style="list-style-type: none"> • Homework and a meal • Another two hours on the court 	2	
1	c	<ul style="list-style-type: none"> • Dark and cold in the winter • Lots to do for school assessments • Not a lot of time for other hobbies <p><i>Any 2 of above points for 2 marks</i></p>	2	
1	d	<ul style="list-style-type: none"> • Trips to the tennis centre in Inverness once a month • National training days in Stirling six times a year • Up to twenty tennis competitions <p><i>Any 2 of above points for 2 marks</i></p>	2	

Item 2

Question		Expected response	Maxi mark	Additional guidance
2	a	<ul style="list-style-type: none"> • Didn't like the water and was afraid 	1	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
2	b	<ul style="list-style-type: none"> • (She was then) stronger and faster • She progressed little by little <p><i>Any 1 of above points for 1 mark</i></p>	1	
2	c	<ul style="list-style-type: none"> • Gave her a lot of confidence 	1	
2	d	<ul style="list-style-type: none"> • Proud of herself (for the work she had put in) • Happy for her family and helpers 	2	
2	e	<ul style="list-style-type: none"> • Does not speak (for at least 5 minutes before) • Must have her plan clear in her mind • Does not listen to the sound of the supporters <p><i>Any 1 of above points for 1 mark</i></p>	1	
2	f	<ul style="list-style-type: none"> • Does not pay attention to anything else (even other competitors) • Trying to go as straight and fast as she can • Thinking if she does her best she knows she can win 	3	
2	g	<ul style="list-style-type: none"> • To try for the national team • Major international competitions at adult level <p><i>Any 1 of above points for 1 mark</i></p>	1	

Question			Expected response	Maxi mark	Additional guidance
2	h	i	<ul style="list-style-type: none"> • Staying in a hostel • Students from many different countries • Different subjects <p><i>Any 1 of above points for 1 mark</i></p>	1	
2	h	ii	<ul style="list-style-type: none"> • Difficult to be so far away from her family • Studying Gaelic online <p><i>Any 1 of above points for 1 mark</i></p>	1	

General Marking Principles for Higher Gaelic (Learners) Literature

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) Markers should allocate a pegged mark by following the instructions given below.
- d) For each of the five sections in the first column (Evaluation, Appreciation, Use of Evidence, Use of Critical Terminology and Relevance), the marker should select the pegged mark which most closely describes the candidate's performance.
- e) Marking should be holistic. There may be strengths and weaknesses in a candidate's response; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.
- f) Markers can award the highest pegged mark for a candidate's response even if there are minor inaccuracies in the analysis or evaluation of the chosen text. Such minor inaccuracies should not detract from the overall impression.
- g) Candidates may display ability across more than pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark with the candidate's performance.
- h) (i) For questions that ask candidates to '**Identify...**', candidates must present in brief form/name. Alternatives can be '**list**', '**state**', or '**give**'.
(ii) For questions that ask candidates to '**Explain...**' or ask '**in what way...**', candidates must relate cause and effect and/or make relationships between things clear.

Marking Instructions: Section 2 – Literature

Pegged mark	10	8	6	4	2	0
Evaluation of the text The candidate's...	evaluation of the effectiveness of the text shows a comprehensive appreciation of the writer's theme, purpose and stance	evaluation of the effectiveness of the text shows a good appreciation of the writer's theme, purpose and stance	grasp and evaluation of the writer's theme, purpose and stance is evident, but basic	grasp and/or evaluation of the writer's theme, purpose and stance is problematic or limited	grasp and/or evaluation of the writer's theme, purpose and stance is limited	grasp/evaluation of the writer's theme, purpose and stance is not present or not relevant
Appreciation of the text The candidate's...	personal appreciation of the text is lucid and is presented in a logical and perceptive manner	personal appreciation of the text is mostly clear and is for the most part presented logically and with some perception	personal appreciation of the text is reasonably detailed and relevant	personal appreciation of the text lacks detail and relevance	personal appreciation of the text is neither detailed nor relevant	personal appreciation of the text is neither detailed nor relevant
Use of evidence from the text The candidate uses...	detailed evidence from the text to support the appreciation	evidence from the text to support the appreciation	some evidence from the text to support the appreciation	very little or no evidence from the text to support the appreciation	very little or no evidence from the text to support the appreciation	no evidence from the text to support the appreciation
Use of critical terminology The candidate...	uses a range of critical terminology	uses critical terminology	uses some critical terminology	uses very little or no critical terminology	does not use any critical terminology	does not use any critical terminology
Relevance The candidate...	fully addresses the chosen question	addresses the chosen question	makes some attempt to address the chosen question	makes little attempt to address the chosen question	does not address the chosen question	does not address the chosen question

[END OF SPECIMEN MARKING INSTRUCTIONS]

Published: January 2017

Change since last published:

Overall purpose question removed, amendments to General Marking Principles and marks re-allocated.

Amends to marking instructions for Question 1c.