



National
Qualifications
SPECIMEN ONLY

S831/77/12

**Gaelic (Learners)
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour 20 minutes

Total marks — 70

SECTION 1 — LISTENING — 30 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 answer booklet provided. In the answer booklet you must clearly identify which question number you are attempting.

SECTION 2 — DISCURSIVE WRITING — 40 marks

Attempt ONE question.

Write your answer clearly, in **Gaelic**, in the answer booklet provided. In the answer booklet you must clearly identify which question number you are attempting.

You may use a Gaelic dictionary.

Use **blue** or **black** ink.

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



* S 8 3 1 7 7 1 2 *

SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

Item 1

Listen to this radio report about the rise in the use of technology, and then answer, in **English**, the questions below.

- | | |
|--|---|
| (a) What does the speaker say about the number of apps available? | 2 |
| (b) The speaker mentions two apps he thinks are foolish. | |
| (i) What do these apps do? | 2 |
| (ii) Why does he consider the second one to be particularly foolish? | 1 |
| (c) He then talks about one sensible app. What difficulties does the speaker suggest you could still face with this app? State any four things. | 4 |
| (d) What effect has the speaker's use of apps had on him? | 1 |

Item 2

Listen to the conversation between Mary and Andrew who are discussing the effect technology is having on our lives and then answer, in **English**, the questions below.

- | | |
|--|---|
| (a) Andrew asks Mary a series of questions at the beginning of the conversation. State any three questions he asks her. | 3 |
| (b) What happened in the novel that Mary read some time ago? | 2 |
| (c) Give any three examples of the effects of the catastrophe Mary mentions. | 3 |
| (d) Andrew mentions another aspect of today's society that has made us lazy. Give details. | 3 |
| (e) Mary tells Andrew about a ridiculous app that is available. | |
| (i) What is the app? | 1 |
| (ii) State two problems that Andrew identifies with maintaining this app. | 2 |
| (f) State three things that Andrew says the app will not be able to tell you. | 3 |
| (g) What are Mary's thoughts on the use of this particular app? State any two things. | 2 |
| (h) Why does Andrew say he must go? | 1 |

[Turn over

SECTION 2 — DISCURSIVE WRITING — 40 marks

Attempt ONE question

Write an essay, in **Gaelic**, of about 250–300 words discussing **one** of the following statements.

3. Society

Chan eil deugairean a' tuigsinn cho cunnartach 's a tha drogaichean agus deoch làidir.

4. Learning

Tha Beurla aig a h-uile duine ach tha e cudromach gum bi sgoilearan na h-Alba ag ionnsachadh cànan eile.

5. Employability

Tha trèanadh no colaiste nas fheàrr na foghlam aig àrd-ìre airson òigridh an là an-diugh.

6. Culture

Na meadhanan-sòisealta: caraid do fheadhainn, nàmhaid do fheadhainn.

[END OF SPECIMEN QUESTION PAPER]



National
Qualifications
SPECIMEN ONLY

S831/77/22

**Gaelic (Learners)
Listening Transcript**

Date — Not applicable

Duration — 1 hour 20 minutes

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (for example 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 8 3 1 7 7 2 2 *

Instructions to reader(s):

For each item, read the English **once**, then read the French **twice**, with an interval of 1 minute between the two readings. On completion of the second reading of item number one, 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 number one

Listen to this radio report about the rise in the use of technology and then answer, in English, the questions below.

You now have one minute to study the questions for item number one.

(m/f) Tha an àireamh de dh'app a tha ri fhaighinn airson innealan electronaig a' meudachadh aig astar cho luath– nan innsinn dhut cia mheud app tha ri fhaighinn an-dràsta, bhiodh an àireamh ceàrr cho luath 's a chanainn e! Eadar pàipearan-naidheachd, geamannan, ceòl, eacarsaich agus eile - taghadh farsaing ge bith dè na nithean anns a bheil ùidh agad.

Tha feadhainn dhiubh feumail, ach tha feadhainn eile a tha dìreach amaideach. An cuala tu mu dheidhinn an app a tha tomhais cho àrd 's a tha thu a' sadail am fòn agad dhan adhar! Tha app eile ann a bhios ag innse dhut far a bheil am bucas-fòn poblach as fhaisge. Carson a bhiodh feum agad air bucas-fòn poblach nam biodh fòn agad nad làimh?

Ach, tha feadhainn ciallach ri fhaighinn cuideachd: Cha leig duine a leas comas maparathaid a leughadh, oir tha stiùireadh saideil a' sealltainn an t-slighe bu chòir dha a dhol. Tha sin ceart gu leòr gus an tèid rudeigin ceàrr – mar eisimpleir, ma bhitheas rathad dùinte air sgàth tubaist no adhbhar air choreigin, agus gum feum thu slighe eile a lorg. No dh'fhaodadh gun caith thu na tha de chumhachd anns a' bhataraidh aig an fhònlàimhe agad agus gun tèid am fòn agad dheth. Bidh tu an uair sin air chall gun mapa agus gun fòn!

Ach tha na goireasan app cumanta a bhios sinn a' cleachdadh gar dèanamh leisg. Nam faiceadh sibh an làmh-sgrìobhaidh agamsa an-diugh! Tha na meadhanan sòisealta agus post-dealain air leth feumail, ach tha iad air buaidh a thoirt air an comas a tha agam litrichean a sgrìobhadh, gu h-àraidh litrichean càirdeil. Tha mi eòlach air a bhith a' dèanamh ceangal ri daoine ann am priobadh na sùla. Ach nan cuirinn peann ri pàipear am biodh tu comasach air na sgrìobhainn a leughadh? Tha mi teagmhach!

Agus dè mu do dheidhinn fhèin? A bheil teicneòlas air do dhèanamh-sa leisg cuideachd?

(3 minutes)

(t) Item number two

Listen to the conversation between Mary and Andrew who are discussing the effect technology is having on our lives and then answer, in **English**, the questions below.

You now have one minute to study the questions for item number two.

- (m)** Is toigh leis a h-uile duine innealan-eileagtronaigeach — tha iad air beatha dhaoine a dhèanamh tòrr nas fhasa, nach eil?! A bheil thu a' smaoinichadh gu bheil iad air ar dèanamh leisg a Mhàiri? A bheil sinn a' call sgilean feumail? A bheil sinn ro chleachdte ri goireasan a tha a' feuchainn ri ar beatha a dhèanamh nas fhasa?
- (f)** Tha, tha mi a' smaoinichadh gu bheil sinn an urra riutha gu ìre ro mhòr. Greis air ais leugh mi nobhail mu dheidhinn àm anns an robh a h-uile dad a bha a' ruith air cumhachd dealain no teicneòlas eileagtronaig air sgur a dh'obair, an dèidh tachartas eagalach air choreigin sna speuran. Cha robh goireasan sam bith ag obair anns an taigh, cha robh fònaichean, an t-eadar-lìon, telebhisean no rèidio ag obair agus cha b' urrainn pàipearannaidheachd a chlà-bhualadh. Cha b' urrainn do dhuine siubhal air sgàth 's gun robh na h-uidheaman eileagtronaig ann an càraichean, busaichean, trànaichean, agus bàtaichean a-nis gun fheum. Bha na rathaidean stopte le càraichean nan stad, agus gun chomas gluasad. Bha aig daoine ri tòiseachadh ag ionnsachadh ciamar a b' urrainn dhaibh tighinn beò gun na goireasan àbhaisteach aca.
- (m)** Ach chan e teicneòlas a-mhàin a tha air ar dèanamh leisg. Mar eisimpleir, ann am mòran bhailtean an-diugh, tha bùthan fosgailte seachd là san t-seachdain, mor-bhùthan fosgailte gu math anmoch, agus cuid fosgailte ceithir-uairean fichead gach là. Chan eil agad ri coimhead air adhart, agus gnothaichean a stòradh gus am bi feum orra. Tha sgil planaidh a' tighinn gu nàdarrach do chuid de dhaoine agus cumaidh iad sin orra a' planadh am beatha fhèin agus beatha dhaoine eile gu mionaideach. Tha feadhainn eile a tha rudeigin coma co-dhiù nach feuch ris an sgil seo ionnsachadh, oir cha leig iad a leas ach a dhol a-mach don bhùth nuair a ruitheas iad a-mach à rudeigin.
- (f)** An cuala tu mu dheidhinn an app gòrach seo? 'S e sin app a chuidicheas tu ann a bhith a' taghadh dè an t-aodach bu chòir dhut a chur ort. Mar a tha mise a' tuigsinn, an àite a dhol dhan rùm agad agus sùil a thoirt ann am preasan agus dràthraichean, agus feuchainn ri d' inntinn a dhèanamh an-àirde mu dè na nithean a tha a' dol gu math còmhla gheibh thu air cleachdadh app fòn gus am faic thu dè an t-aodach a tha agad, agus taghaidh am fòn dè bu chòir dhut a chur ort. Faodaidh tu innse dhan fhòn càit a bheil thu a' dol — gu d' obair, gu banais, don eaglais, do na bùthan, no cuairt air na cnuic — agus taghaidh am fòn do thrusgan dhut.
- (m)** Tha sin sgriosail! Ma tha tòrr aodach agad, tha fhios gun toir thu ùine a' cur fiosrachadh mu d' aodach air an inneal — fòn no clàr – agus feumaidh tu aodach ùr a cheannaicheadh tu a chur ris agus aodach a tha thu air a thilgeil às a thoirt dheth. Ach ciamar a bhitheas fhios aig an app dè an t-aodach a th' anns an nigheadaireachd, no a bheil putan a dhìth air lèine, no dè an t-aodach a tha air a dhol a-mach à fasan, no a bheil dad air fàs ro bheag dhut?
- (f)** Tha thu ceàrt – nach tuirt mi riut gun robh e gòrach! Tha e gu math doirbh uaireannan taghadh dè bu chòir dhut a chur ort, ach 's cinnteach gu bheil e nas fheàrr dhut fhèin a bhith ag ionnsachadh an taghadh ceart a dhèanamh. Ma tha thu dall a thaobh dhathan, tha fhios gum biodh e feumail, ach a bheil thu fhèin cho truagh agus gum feum thu cleas eileagtronaigeach airson do chuideachadh? Tha fhios gum feum thu innse dha dè an seòrsa aimsir a tha a-muigh cuideachd.

[Turn over

(m) Co-dhiù feumaidh mi falbh, tha mi dol a chleachdadh app airson faighinn a-mach mu dheidhinn an ìre phoilean a tha aca ann am Mongolia an-diugh!

(2 minutes)

(t) You now have five minutes to look over your answers.

(5 minutes)

(t) End of test.

[END OF SPECIMEN TRANSCRIPT]



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**Gaelic (Learners)
Listening and Discursive Writing**

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 Advanced Higher Gaelic (Learners) Listening

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)** 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

Listening

Item 1

Question		Expected response(s)	Max mark	Additional guidance
1.	(a)	<ul style="list-style-type: none"> The number of apps available is growing so fast If he were to state how many, the number would be wrong as soon as he stated it 	2	Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses. Ignore extraneous material that does not contradict the answer.
	(b) (i)	<ul style="list-style-type: none"> There is an app that measures how high you can throw your mobile phone up in the air There is an app that will locate the nearest phone box 	2	
	(ii)	<ul style="list-style-type: none"> Why would you need a phone box when you have a phone in your hand! 	1	
	(c)	<ul style="list-style-type: none"> If the road is closed due to an accident you have to find an alternative route Your battery runs out on your phone you could be stuck without a phone and without a map 	4	
	(d)	<ul style="list-style-type: none"> His handwriting/letter-writing skills have deteriorated 	1	

Item 2

Question		Expected response(s)	Max mark	Additional guidance
2.	(a)	<ul style="list-style-type: none"> • Electronic devices have made people’s lives easier, haven’t they? • Do you think that they have made us lazy? • Are we losing essential skills? • Are we too used to devices, which try to make our lives easier? <p>Any 3 from 4</p>	3	<p>Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses.</p> <p>Ignore extraneous material that does not contradict the answer.</p>
	(b)	<ul style="list-style-type: none"> • A frightful event that took place in space • Every electrical powered/technological device stopped working 	2	
	(c)	<ul style="list-style-type: none"> • There weren’t any facilities working in the house (no phones, Internet, television or radio working) • Newspapers couldn’t be printed • People couldn’t travel because the electronic equipment (in the cars, buses, trains and boats) was now worthless • Roads were blocked with cars broken down, unable to move • People had to start to learn how to be able to stay alive without the gadgets they had got used to <p>Any 3 from 5</p>	3	
	(d)	<ul style="list-style-type: none"> • In the big cities today, shops are open seven days a week • Big shops are open quite late, and some are open 24/7 • You don’t have to plan ahead and store things until they are needed 	3	

Question		Expected response(s)	Max mark	Additional guidance	
	(e)	(i)	<ul style="list-style-type: none"> This is an app to help you choose what clothes you should put on 	1	Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses. Ignore extraneous material that does not contradict the answer.
		(ii)	<ul style="list-style-type: none"> If you have a lot of clothes, it takes time to enter the information about your clothes into the gadget You have to put new clothes you buy into it and remove from it the clothes you get rid of 	2	
	(f)		<ul style="list-style-type: none"> It will not know which clothes are in the wash It will not know which clothes have a button missing It will not know which clothes are out of fashion It will not know which clothes become too small for you <p>Any 3 from 4</p>	3	
	(g)		<ul style="list-style-type: none"> (It is ridiculous because) it is sometimes quite difficult choosing what to put on (but) surely it is better to learn to make the right decision yourself It could be useful if you are colour-blind (but it is ridiculous because) you also have to tell it what the weather is like outside <p>Any 2 from 4</p>	2	
	(h)		<ul style="list-style-type: none"> He must go and check what the pollen level is in Mongolia 	1	

General marking principles for Advanced Higher Gaelic (Learners) Discursive Writing

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) Marking should be holistic. There may be strengths and weaknesses; focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Award marks for the candidate's demonstration of ability in the three main characteristics of writing:
 - (i) content
 - (ii) accuracy
 - (iii) language resource.
- (d) Using the pegged marks table first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified follow this guidance:
 - if the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
 - if the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two available marks.
- (e) If you are in doubt about which of two adjacent rows to select, select the upper row and award the lower pegged mark in that row.
- (f) Award the highest pegged mark for writing even if there are minor errors, when these do not detract from the overall impression.
- (g) Candidates are instructed to write 250–300 words. Apply the general and detailed marking instructions even where the length of the piece of writing falls outside this range.

Mark	Content	Accuracy	Language resource
	The candidate:		
40 or 36	<ul style="list-style-type: none"> writes in a well organised and structured way uses content which is relevant to the title readily adapts learned material as appropriate to the task addresses the stimulus fully presents different arguments or viewpoints and draws a conclusion produces a comprehensive, competent, well thought-out response in which the language flows well. 	<ul style="list-style-type: none"> demonstrates a very good degree of grammatical accuracy corresponding to the level uses a comprehensive range of verbs accurately and tenses are consistent and accurate demonstrates confident handling of all aspects of grammar and spelling may make some minor errors which do not detract from the overall very good impression. 	<ul style="list-style-type: none"> uses complex and sophisticated language throughout uses a wide range of structures and vocabulary appropriate to Advanced Higher uses a comprehensive range of verbs/verb forms and tenses demonstrates good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order makes very good use of co-ordinating conjunctions and subordinate clauses throughout may demonstrate some flair.
32 or 28	<ul style="list-style-type: none"> writes in an organised and structured way uses content which is mostly relevant to the title may use learned material but not always appropriately addresses the stimulus presents different arguments or viewpoints and draws a conclusion produces a competent, well thought-out response. 	<ul style="list-style-type: none"> demonstrates a good degree of grammatical accuracy corresponding to the level uses a range of verbs accurately and tenses are mostly consistent and accurate may make a few serious errors in spelling and/or punctuation which occasionally detract from the overall impression. 	<ul style="list-style-type: none"> mostly uses complex and sophisticated language uses a range of structures and vocabulary appropriate to Advanced Higher uses a range of verbs/verb forms and tenses makes good use of co-ordinating conjunctions and subordinate clauses throughout may occasionally repeat structures, verbs, etc.

Mark	Content	Accuracy	Language resource
	The candidate:		
24 or 20	<ul style="list-style-type: none"> • writes with some sense of structure • uses content which is mostly relevant to the title • may rely on the use of learned material • attempts to address the stimulus • attempts to present different arguments or viewpoints and to draw a conclusion • produces a competent response. 	<ul style="list-style-type: none"> • demonstrates an adequate degree of grammatical accuracy corresponding to the level • mostly uses verbs accurately and tenses are generally consistent and accurate • demonstrates spelling and punctuation which are generally correct • makes errors, some of which may be serious, in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion • produces more correct language than incorrect. 	<ul style="list-style-type: none"> • attempts to use complex and sophisticated language • attempts to use a range of vocabulary and structures appropriate to Advanced Higher • uses a few different verbs/verb forms and tenses • attempts to use co-ordinating conjunctions and subordinate clauses. • may repeat structures, verbs, etc • may demonstrate some dictionary misuse.
16 or 12	<ul style="list-style-type: none"> • produces writing which is lacking in structure • uses content which lacks relevance to the title • may rely heavily on the use of learned material • addresses the stimulus in a limited way • may find it difficult to present different arguments or viewpoints and to draw a conclusion. 	<ul style="list-style-type: none"> • demonstrates an inadequate degree of grammatical accuracy corresponding to the level • may not be able to use verbs and form tenses accurately • may use basic structures accurately but control of the language can deteriorate significantly • makes errors, many of which are serious and may impede communication • demonstrates an inadequate degree of accuracy in spelling and, where appropriate, word order • overall produces more incorrect than correct language. 	<ul style="list-style-type: none"> • uses a limited amount of complex and sophisticated language • uses a limited range of structures and vocabulary appropriate to Advanced Higher • may use few co-ordinating conjunctions and subordinate clauses • may use language which is largely repetitive • may demonstrate unidiomatic translation from English and/or examples of dictionary misuse.

Mark	Content	Accuracy	Language resource
	The candidate:		
8 or 4	<ul style="list-style-type: none"> produces writing which is unstructured and lacks organisation uses content which lacks relevance to the title may not address the stimulus presents few arguments or viewpoints and has difficulty drawing a conclusion. 	<ul style="list-style-type: none"> demonstrates serious grammatical inaccuracies corresponding to the level may not be able to use verbs and form tenses accurately does not use basic structures accurately and control of the language deteriorates significantly makes frequent errors, many of which are serious and impede communication throughout demonstrates an insufficient degree of accuracy in spelling and, where appropriate, word order. 	<ul style="list-style-type: none"> uses a very limited amount of complex and sophisticated language uses a very limited range of structures and vocabulary appropriate to Advanced Higher may not cope with more than one or two basic verbs/verb forms and tenses uses language which is largely repetitive demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse.
0	<ul style="list-style-type: none"> produces writing which is unstructured uses content which is irrelevant to the title is unable to address the stimulus is unable to present arguments or viewpoints and/or draw a conclusion. 	<ul style="list-style-type: none"> demonstrates little or no evidence of grammatical accuracy corresponding to the level has great difficulty in spelling most words correctly and, where appropriate, demonstrates little or no knowledge of word order makes many serious errors which impede communication throughout. 	<ul style="list-style-type: none"> does not use complex and sophisticated language makes little or no use of structures, verbs/verb forms and other language features demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse.

[END OF SPECIMEN MARKING INSTRUCTIONS]