



National  
Qualifications  
SPECIMEN ONLY

**S831/77/12**

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

Date — Not applicable

Duration — 1 hour 20 minutes

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**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 <b>four</b> 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 <b>three</b> questions he asks her. | 3 |
| (b) What happened in the novel that Mary read some time ago?   | 2 |
| (c) Give any <b>three</b> 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 <b>two</b> problems that Andrew identifies with maintaining this app.   | 2 |
| (f) State <b>three</b> 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 <b>two</b> 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]**



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## Marking Instructions

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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"> <li>The number of apps available is growing so fast</li> <li>If he were to state how many, the number would be wrong as soon as he stated it</li> </ul>	2	<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)	(i)	<ul style="list-style-type: none"> <li>There is an app that measures how high you can throw your mobile phone up in the air</li> <li>There is an app that will locate the nearest phone box</li> </ul>	2	
		(ii)	<ul style="list-style-type: none"> <li>Why would you need a phone box when you have a phone in your hand!</li> </ul>	1	
	(c)		<ul style="list-style-type: none"> <li>If the road is closed due to an accident</li> <li>you have to find an alternative route</li> <li>Your battery runs out on your phone</li> <li>you could be stuck without a phone and without a map</li> </ul>	4	
	(d)		<ul style="list-style-type: none"> <li>His handwriting/letter-writing skills have deteriorated</li> </ul>	1	

Item 2

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



Question			Expected response(s)	Max mark	Additional guidance
	(e)	(i)	<ul style="list-style-type: none"> <li>This is an app to help you choose what clothes you should put on</li> </ul>	1	<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>
		(ii)	<ul style="list-style-type: none"> <li>If you have a lot of clothes, it takes time to enter the information about your clothes into the gadget</li> <li>You have to put new clothes you buy into it and remove from it the clothes you get rid of</li> </ul>	2	
	(f)		<ul style="list-style-type: none"> <li>It will not know which clothes are in the wash</li> <li>It will not know which clothes have a button missing</li> <li>It will not know which clothes are out of fashion</li> <li>It will not know which clothes become too small for you</li> </ul> <p><b>Any 3 from 4</b></p>	3	
	(g)		<ul style="list-style-type: none"> <li>(It is ridiculous because) it is sometimes quite difficult choosing what to put on</li> <li>(but) surely it is better to learn to make the right decision yourself</li> <li>It could be useful if you are colour-blind</li> <li>(but it is ridiculous because) you also have to tell it what the weather is like outside</li> </ul> <p><b>Any 2 from 4</b></p>	2	
	(h)		<ul style="list-style-type: none"> <li>He must go and check what the pollen level is in Mongolia</li> </ul>	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.
- (h) Markers should support candidates' use of their preferred use of gender-neutral nouns, pronouns and adjectives when referring to themselves and others in the assessment of writing. Using gender-neutral pronouns, nouns and adjectives, whether by adding punctuation, asterisks or using alternative spellings is now a common feature of inclusive language.

A candidate can opt to use masculine, feminine or gender-neutral adjective agreements throughout their writing or performance-talking assessment(s), where appropriate to the language. It is important to note that candidates must use their preferred pronouns and adjectives in a consistent manner and adhere to associated conventions of adjectival agreement where appropriate. Where gender-neutral nouns, pronouns and adjectives are used, it is important that candidates are marked on this based on its consistent use.

If you are uncertain or have queries about how to assess specific aspects of candidate response, you must seek guidance from your team leader or Principal Assessor.

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

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

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

[END OF SPECIMEN MARKING INSTRUCTIONS]

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**Change since last published:**

Marking Instructions: General marking principles for Advanced Higher Gaelic (Learners)  
Discursive Writing – new addition (h)