



National  
Qualifications  
SPECIMEN ONLY

**SQ13/AH/02**

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

Date — Not applicable

Duration — 1 hour 20 minutes

**Total marks — 70**

**SECTION 1 — LISTENING — 30 marks**

Section 1 has two parts. You will hear two items in Gaelic. **Before you hear each item, you will have one minute to study the question.** 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 the question number you are attempting.

**SECTION 2 — DISCURSIVE WRITING — 40 marks**

Write your answer clearly, in **Gaelic**, in the answer booklet provided. In the answer booklet you must clearly identify which statement 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 Q 1 3 A H 0 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 <b>any 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 <b>any two</b> things.                                   | 2 |
| (h) Why does Andrew say he must go?  | 1 |

**SECTION 2 — DISCURSIVE WRITING — 40 marks**

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

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**SQ13/AH/12**

**Gaelic (Learners)  
Listening Transcript**

Date — Not applicable

Duration — 1 hour 20 minutes

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**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 3 A H 1 2 \*

## Transcript — Advanced 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

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 1.**

(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 fhòn-làimhe 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 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.

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

- (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 eleagtronaig 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 pàipearan-naidheachd a chlà-bhualadh. Cha b' urrainn do dhuine siubhal air sgàth 's gun robh na h-uidheaman eleagtronaig 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 cheannaicheas 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 eleagtronaigeach airson do chuideachadh? Tha fhios gum feum thu innse dha dè an seòrsa aimsir a tha a-muigh cuideachd.

(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!

(t) End of recording.

[END OF SPECIMEN TRANSCRIPT]



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**SQ13/AH/02**

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

## 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

*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.

## Detailed Marking Instructions: Listening

### Item 1

Question		Expected answer(s)	Max mark	Additional guidance
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	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.  Markers should ignore extraneous material that does not contradict the answer.
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	
b	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 answer(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><i>Any three of the above four points for a maximum of 3 marks</i></p>	3	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should 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 of the electronic equipment (in the cars, buses, trains and boats) 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><i>Any three of the above five points for a maximum of 3 marks</i></p>	3	

Question		Expected answer(s)	Max mark	Additional guidance	
	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		
	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	
		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 have grown too small for you</li> </ul> <p><i>Any three of the above four points for a maximum of 3 marks</i></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</li> </ul>	2		

Question			Expected answer(s)	Max mark	Additional guidance
			<p>make the right decision yourself</p> <ul style="list-style-type: none"> <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><i>Any two of the above four points for a maximum of 2 marks</i></p>		
	<b>h</b>		<ul style="list-style-type: none"> <li>• he must go and check what the pollen level is in Mongolia.</li> </ul>	<b>1</b>	

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

*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) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Three main aspects of the piece of writing should be considered:
  - i) content
  - ii) accuracy
  - iii) language resource - variety, range, structures
- d) Using the pegged marks table, the marker should 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, the assessor should 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 marks available
- e) If markers 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) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- g) Candidates are instructed to write 250-300 words. The general and detailed Marking Instructions should be applied even where the length of the piece of writing falls outside this range.

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> <li>• The essay is well structured and all aspects are relevant to the title</li> <li>• The topic is addressed fully, in a balanced way</li> <li>• Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally</li> </ul>	<ul style="list-style-type: none"> <li>• The language is characterised by a high degree of accuracy and may show some flair</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>• There is evidence of confident handling of all aspects of grammar and spelling</li> <li>• Some minor errors need not detract from the overall very good impression</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is mostly complex and sophisticated</li> <li>• There is a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>• There is a comprehensive range of verbs/verb forms and tenses</li> <li>• There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>• There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• The language flows well and ideas and opinions are expressed effectively</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> <li>• The essay has a good sense of structure and most aspects are relevant to the title</li> <li>• The topic is addressed well</li> <li>• The content is clear and well thought out</li> </ul>	<ul style="list-style-type: none"> <li>• The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>• Other parts of speech are used accurately</li> <li>• There are few serious errors in spelling and/or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is generally complex and sophisticated</li> <li>• Contains a good range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate uses a good range of verbs/verb forms and tenses</li> <li>• There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• Ideas and opinions are expressed effectively</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> <li>• The essay has some sense of structure and most aspects have some relevance to the title</li> <li>• The topic is addressed adequately</li> <li>• The content is mostly clear</li> </ul>	<ul style="list-style-type: none"> <li>• The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful</li> <li>• The verbs are generally correct, but the range of verbs and tenses is limited</li> <li>• Spelling and punctuation are generally correct but there may be a few errors in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of complex and sophisticated language</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• There is a limited range of verbs/verb forms and tenses</li> <li>• There are some successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• Ideas and opinions are expressed adequately</li> <li>• There is some dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> <li>• The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>• The topic is addressed but in a limited way</li> <li>• The content is limited and may be presented as a single paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>• Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs</li> <li>• Although basic structures are used accurately, control of the language structure at times deteriorates significantly</li> <li>• There are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. Several errors are serious</li> <li>• Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of complex and sophisticated language.</li> <li>• Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher</li> <li>• There is inconsistency in the use of verbs/verb forms and tenses</li> <li>• There are few successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• There may be examples of unidiomatic translation from English and/or examples of dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> <li>• The essay is unstructured and few aspects are relevant to the title</li> <li>• The topic is not fully addressed</li> <li>• The content is very limited</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>• Most of the verbs are incorrect. There is little evidence of tense control</li> <li>• Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>• There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of complex and sophisticated language</li> <li>• The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>• Some sentences may not be understood by a sympathetic native speaker</li> <li>• There are examples of mother tongue interference and serious dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The essay is unstructured and/or irrelevant</li> <li>• The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• Very few words are written correctly in Gaelic</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of complex and sophisticated language</li> <li>• There may be several examples of mother tongue interference</li> <li>• Very little is intelligible to a sympathetic native speaker</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

[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.