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National
Qualifications
EXEMPLAR PAPER ONLY

Mark

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EP18/H/03

Gaelic (Learners) Listening and Literature

Date — Not applicable

Duration — 1 hour 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 text.

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 a radio programme about the poet, Seòras O'Hara.

- (a) The speaker mentions that Seòras O'Hara is a famous poet. What was O'Hara not sure about? State **one** thing. 1
- _____
- (b) Give details of O'Hara's first job after he left school. State **two** things. 2
- _____
- _____
- (c) When did O'Hara begin to write poetry? 1
- _____
- (d) The speaker mentions a purchase at the *Barras*. Give details of the condition of what O'Hara bought. State **two** things. 2
- _____
- _____
- (e) What were his thoughts following the purchase of this item? 1
- _____
- (f) Consider the report as a whole. Which statement best describes what you have heard? Tick (✓) the correct statements. 1

Seòras is a successful poet because he received a good education	
Seòras would prefer to be working in another job	
Seòras struggled to keep a job before becoming a poet	



* E P 1 8 H 0 3 0 2 *

Item 2

You listen to an interview about choosing what to do after leaving school.

- (a) Which careers did Angus consider? State **two** things. 2

- (b) What led him to choose this career path? State any **three** things. 3

- (c) When would Angus turn to Plan B? 1

- (d) What issues began to concern him as he re-thought his alternative plan? State any **two** things. 2

- (e) Where did Angus end up going to study? 1

- (f) What did he do after leaving his job on the Isle of Skye? State **two** things. 2

- (g) Angus is now working on a project in Jamaica. Why was this work necessary? 1



SECTION 2 — LITERATURE — 10 marks

Attempt ONE question

Write your answer in the space provided on Pages five to eight.

3. Choose a film or play which took you into another world. Briefly describe how the dramatist has created this world and then go on to explain how this enhances your experience of the film or play.

4. Choose a novel in which a character suffers in any way. Briefly describe the experience of the character and explain how the writer uses this to develop the character.

5. Choose a short story in which there is an unexpected development or twist at the end. Briefly describe the unexpected development or twist and then explain how this enhances your enjoyment of the short story.

6. Choose a poem which, in your opinion, paints a clear picture of an issue or topic. Explain how the poem enhances your understanding of the issue or topic.

7. Choose a literary text which, in your opinion, enhances your understanding of a particular issue. Briefly explain what this issue is and then go on to explain how the writer deals with it.





ANSWER SPACE FOR SECTION 2

MARKS DO NOT
WRITE IN
THIS
MARGIN

Vertical line indicating the margin for marks.

Multiple horizontal lines provided for writing answers.



ANSWER SPACE FOR SECTION 2 (continued)

MARKS
DO NOT
WRITE IN
THIS
MARGIN

Lined area for writing answers, consisting of 23 horizontal lines.



ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
WRITE IN
THIS
MARGIN



* E P 1 8 H 0 3 0 9 *

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
WRITE IN
THIS
MARGIN



* E P 1 8 H 0 3 1 0 *



National
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EXEMPLAR PAPER ONLY

EP18/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.



* E P 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 a radio programme about the poet Seòras O’Hara.

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

(m/f) Nuair thòisich mi ag obair don rèidio, bha mi a’ bruidhinn ris a’ bhàrd, Seòras O’Hara. Tha O’Hara ainmeil mar bhàrd Beurla.

Thuir e fhèin nach eil e cinnteach cia mheud pìos bàrdachd a sgrìobh e; tha feadhainn dhiubh ann an iomadh àite—ann an leabhraichean, ann an irisean agus ann am pàipearan-naidheachd.

Tha O’Hara, am bàrd, a-nise ochdad bliadhna ’s a trì a dh’aois. Agus dh’innis e beagan dhomh mu làithean na sgoile ann an Glaschu, ach cha robh e ag iarraidh mòran a ràdh mun deidhinn, oir cha robh e idir toilichte san sgoil.

Co-dhiù, dh’fhàg e an sgoil agus fhuair e obair aig Comhairle Ghlaschu a’ glanadh nam pàircean sa bhaile. Cha do dh’fhuirich e fada san obair sin, agus bha leth dusan obair aige bhon uair sin, ach bha iad ro dhoirbh dha.

Dh’fhaighnich mi dha cuin a thòisich e a’ sgrìobhadh bàrdachd, agus carson a thòisich e a’ sgrìobhadh. Thuir e rium gun do thòisich e goirid às dèidh dha an sgoil fhàgail.

Chaidh e sìos am baile gu na Barras, mar a thuir e fhèin, agus bha e a’ sealltainn tro na rudan a bha daoine a’ reic an sin. Thog e seann leabhar, anns an robh bàrdachd le dhà no trì sgrìobhadairean. Cha robh an leabhar a’ cosg ach beagan sgillinnean, agus cheannaich e an leabhar, ged a bha e a’ coimhead rudeigin salach agus ged a bha cuid de na duilleagan air chall, agus cuideachd ged nach robh mòran sgillinnean aige.

Thug e an leabhar dhachaigh agus leugh e e. “B’ urrainn dhòmhsa rudan mar seo a sgrìobhadh,” smaoinich e, agus thòisich esan a’ sgrìobhadh bàrdachd cuideachd.

(2 minutes)

(t) Item 2

You listen to an interview about choosing what to do after leaving school.

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

- (f) Tha aon rud ann a tha tòrr dhaoine a' faighinn gu math doirbh, is e sin a bhith a' taghadh dè a nì iad nuair a dh'fhàgas iad an sgoil.**

An-diugh, tha mi a' bruidhinn ri Aonghas MacLeòid mu dheidhinn an dùbhlain seo.

Madainn mhath Aonghais.

- (m) Madainn mhath.**

- (f) An robh fios agad dè bha thu ag iarraidh a dhèanamh an dèidh an sgoil fhàgail?**

- (m) Cha robh. Tha cuimhne mhath agam nuair a bha mise air a' chòigeamh bliadhna is mi a' smaoinichadh dè bha mi a' dol a dhèanamh an dèidh dhomh an sgoil fhàgail. Bha e doirbh. Cha robh fios agam am bithinn ag obair nam innleadair ailtireachd no am bithinn nam thidsear teicneòlais àrd-sgoile.**

- (f) Ciamar a rinn thu suas d' inntinn?**

- (m) Mu dheireadh thòisich mi a' smaoinichadh mar seo: Gheibh mi a-steach dhan oilthigh air cùrsa ailtireachd agus cuiridh mi crìoch air a' chùrsa. Ma gheibh mi cothrom air taighean no air togalaichean a dhealbh, bidh sgilean agus eòlas agam agus cothrom air airgead a chosnadh.**

- (f) An robh 'plana B' agad?**

- (m) Bha, mura còrdadh an obair rium, dh'fhaodainn trèanadh airson a bhith nam thidsear—b' e sin 'am plana B' agam. Bha Plana A agam—a bhith nam ailtire. Agus bha Plana B agam—a bhith nam thidsear teicneòlais.**

- (f) An robh thu cinnteach mu dheidhinn do 'Phlana B'?**

- (m) Bha, ach an uair sin thòisich mi a' smaoinichadh a-rithist. Am biodh e furasta faighinn a-steach do cholaiste foghlaim agus am biodh obair agam aig crìoch a' chùrsa? Cha bhiodh tuarastal agam bho obair-làn-thìde. Cuideachd, dh'fheumainn pàigheadh airson àite-fuirich, airson biadh, agus airson cìsean na colaiste fad bliadhna.**

- (f) A-nis, tha sinn airson faighinn a-mach dè rinn thu aig deireadh an latha?**

- (m) Chaidh mi gu Sgoil Ealain Ghlaschu agus rinn mi cùrsa an sin. An uair sin fhuair mi obair còmhla ri buidheann anns an Eilean Sgitheanach a bha a' togail thaighean airson na h-aimsir a tha againn air a' Ghàidhealtachd.**

- (f) Dè cho fada 's a bha thu ag obair còmhla riuthasan?**

- (m) Còig bliadhna.**

- (f) Dè rinn thu as dèidh sin?**

- (m) Ghluais mi gu Zambia agus bha mi ag obair do bhuidheann saor-thoileach an sin fad bliadhna.**

- (f) An do chòrd an obair sin riut?
- (m) Chòrd an obair rium cho mòr is gun do rinn mi suas m' inntinn gum bu toigh leam obair fhaighinn a' cuideachadh dhaoine eile. Air sgàth sin chaidh mi a dh'obair air pròiseact ann an Iameuga far a bheil iad a' togail thaighean às ùr, an dèidh stoirm mhòr a mhill mòran dhachaighean bho chionn bliadhna no dhà.
- (f) Agus, a bheil thu toilichte nad obair an-diugh?
- (m) Tha. Tha mise a' stiùireadh a' phròiseict airson dà bhliadhna agus tha e a' còrdadh rium fìor mhath.

Tha an aimsir glè mhath cuideachd.

(2 minutes)

- (t) End of test

Now look over your answers.

[END OF EXEMPLAR TRANSCRIPT]



National
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EP18/H/02

**Gaelic (Learners)
Listening and Literature**

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Exemplar 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) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (d) The marks available in this paper are as follows:
 - i) Questions (a) – (e) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-3 marks.
 - ii) Question (f) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero marks.
- (e) For questions that ask candidates to ‘state’ or ‘give’, candidates must give a brief, accurate response/name.
- (f) 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.
- (g) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (h) For live listening Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions: Listening

Item 1

Question		Expected answer(s)	Max mark	Additional guidance
1	a	<ul style="list-style-type: none"> • how many poems he had written 	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>
1	b	<ul style="list-style-type: none"> • worked for Glasgow City Council cleaning parks • he didn't stay in the job for long 	2	
1	c	<ul style="list-style-type: none"> • shortly after leaving school 	1	
1	d	<ul style="list-style-type: none"> • somewhat dirty/soiled • some pages were missing 	2	
1	e	<ul style="list-style-type: none"> • he could write things like that 	1	
1	f	<ul style="list-style-type: none"> • he struggled to keep a job before becoming a poet 	1	

Item 2

Question		Expected answer(s)	Max mark	Additional guidance
2	a	<ul style="list-style-type: none"> architectural engineer a secondary school technical teacher 	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses. Markers should ignore extraneous material that does not contradict the answer.
2	b	<ul style="list-style-type: none"> he would get into university for an architect course he would finish his course if he got an opportunity to design buildings or houses he would have skills and experience and an opportunity to earn money <p><i>Any three points from the above five for 3 marks</i></p>	3	
2	c	<ul style="list-style-type: none"> if he did not enjoy the architectural work 	1	
2	d	<ul style="list-style-type: none"> would it be easy to get into a College of Education? would he gain employment at the end of the course? he would have no wages from full-time work he would have to pay for accommodation, food and fees <p><i>Any two points of above four for 2 marks</i></p>	2	
2	e	<ul style="list-style-type: none"> Glasgow Art College 	1	
2	f	<ul style="list-style-type: none"> went to a small town/village in Zambia to work with a voluntary group (for a year) 	2	
2	g	<ul style="list-style-type: none"> there was a big storm that damaged many houses 	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: 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 EXEMPLAR MARKING INSTRUCTIONS]