



National  
Qualifications  
EXEMPLAR PAPER ONLY

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**EP13/AH/01**

**Gaelic (Learners)  
Reading and Translation**

Date — Not applicable

Duration — 1 hour 30 minutes

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**Total marks — 50**

**SECTION 1 — READING — 30 marks**

Attempt ALL questions

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 — TRANSLATION — 20 marks**

Attempt to translate the whole extract.

Write your translation clearly, **in English**, in the answer booklet provided. In the answer booklet, you must clearly identify the section 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.



\* E P 1 3 A H 0 1 \*

SECTION 1 — READING — 30 marks

Attempt ALL questions

Read the whole article carefully and then answer, in English, ALL the questions that follow.

This article is about reality television.

Fìrinn nam Prògraman Fìrinneach

Bidh daoine an-còmhnaidh a' coimhead air adhart ris an t-sreath as ùire de phrògraman fìrinneach air an telebhisean agus bidh iad a' siubhal deagh astar uaireannan gus agallamh a dhèanamh airson a bhith an sàs anns a' phrògram. Shaoil mo mhàthair gur e deagh spòrs a bhiodh ann feuchainn air a shon ach a dh'innse na fìrinn, cha smaoinich mi air rud sam bith nas miosa na sin! Abair caitheamh ùine! Is lugha orm na prògraman ud far a bheil daoine a' cur am beatha air beulaibh an t-sluaigh. Tha an-còmhnaidh rudeigin brònach aca ri ràdh airson gum bi co-fhaireachdainn aig an luchd-amhairc riutha.

Tha cuimhne agam nuair a thòisich Pop Idol airson a' chiad turas. Cha robh fhios aig duine sam bith cò bh' ann an Simon Cowell agus bha stoidhle a' phrògraim gu math ùr. Dh'fhàs sinn eòlach air na briteamhan a bharrachd air na farpaisich. Ghabh sinn uile ar n-anail nuair a thòisich fear de na farpaisich a' trod ri na briteamhan. Bha gaol aig na caileagan òga air fear de na gillean eireachdail. Bha iad feargach gun do chleachd an neach a bhuannaich òran aig còmhlan eile airson a' chiad chlàr aige. Bha Ant agus Dec cho beothail mar is àbhaist agus ann an ùine ghoirid, bha luchd-amhairc mòr ann a bhiodh ga chur air gach oidhche Shathairne.

B' iad siud na làithean sìmplidh. Cha robh air a' bhocsa ach na prògraman tàlant àbhaisteach. Ach an uair sin thòisich na sianailean “adhartach” a' dèanamh “deuchainnean sòisealta”. Bha iad airson buidheann de dhaoine neo-ainmichte a chur am broinn taigh no air eilean iomallach gun cheangal sam bith aca ris an taobh a-muigh. Bha iad ag iarraidh gum biodh na gearra-mhucan seo air an clàradh fad na h-ùine agus bhiodh am prògram air a chraoladh gach oidhche a' sealltainn mar a bha a' dol dhaibh. Chaidh am beachd seo a thogail às an leabhar ainmeil 1984 le George Orwell – gu dearbh bha “Big Brother” a' cumail sùil gheur orra! B' e a' chiad phrògram mar seo a b' fheàrr oir cha robh eòlas sam bith aig na farpaisich air dè cho ainmeil 's a bhiodh iad. Mar sin bha fios le cinnt gu robh iad gu math nàdarra air beulaibh nan camarathan. A-nis, tha làn fhios aig a h-uile duine gum faighear iomadh cothrom gus airgead mòr a chosnadh. Ged nach bi iad air a' phrògram ach airson seachdain no dhà, tha fios aig na farpaisich gum bi iad ainmeil airson greiseag, agus tha iad a' dèanamh cinnteach gum bi iad an sàs ann an rudeigin air an cùm sinn cuimhne.

Chanainn gu bheil na prògraman fìrinneach seo a' toirt dhuinn sealladh anns an fharsaingeachd air an t-seòrsa coimhearsnachd anns a bheil sinn beò. Chan eil luchd-amhairc a' toirt sùil air na prògraman seo ach gus daoine fhaicinn a' dèanamh culaidh-mhagaidh dhaibh fhèin. Tha am miann a th' ann airson spòrs a dhèanamh air daoine san dòigh seo air fàs cho mòr 's gu bheil daoine a tha beairteach agus ainmeil air am fàgail am meadhan coille ann an Astràilia is aca ri gnìomhan a choileanadh gus biadh fhaighinn. Gu math tric, chan eil na gnìomhan sin uabhasach fhèin càilear ach feumar an dèanamh ma tha iad airson dìnnear ithe. Cuid de dh'oidhcheannan, chan eilear a' faighinn ach balgam uisge agus rus. Chì sinn mar a tha iad a' call an lùiths agus a' fàs sgìth. Cuin a thòisich a leithid sin a bhith na phrògram inntinneach do dhaoine?

Tha prògraman-tàlant — a tha air a bhith a' dol a-riamh — a-nis air droch chliù fhaighinn airson an dòigh anns a bheil iad a' gabhail brath air daoine gus prògram telebhisein a chruthachadh le bhith a' magadh orra. Tha sinn uile cleachdte ri seo fhaicinn: thig truaghan a choireigin (no 's dòcha truaghan le cù!) air an àrd-ùrlair aig a bheil coltas no dòigh nach eil idir coltach ri na rionnagan mòra. Bidh na briteamhan a' tòiseachadh ri gàireachdainn agus an uair sin an luchd-amhairc còmhla riutha. Bidh iad a' magadh air na farpaisich airson fealla-dhà agus dibhearsain. Ach nuair a thòisicheas e no i ri seinn no an cù ri danns' tha an t-àite a' dol sàmhach. Bidh sinn a' faireachdainn ciontach nuair a chì sinn cho tàlantach agus a tha an

45 truaghan! Ach airson a h-uile neach tàlantach a tha sinn a' faicinn tha deichnear aig nach eil tàlant sam bith. 'S ann a bhios sinne a' faighinn spòrs às an dòigh eirmseach anns am bithear ag ullachadh a' phrògram seach a bhith a' cur luach sam bith anns na tàlantan a tha – no nach eil – aca!

50 Cuin a thòisich e a bhith ceadaichte magadh a dhèanamh air daoine eile? Cuin a dh'fhàs ar coimhearsnachd cho measail air a bhith a' cur sìos air daoine eile? Cuin a thòisich e a bhith na thlachd dhuinn a bhith a' coimhead air prògram far a bheil daoine a' fulang? Gu mì-fhortanach, tha an telebhisean loma-làn de na prògraman seo a-nis. Chì sinn clann òga aois ceithir bliadhna deug a' caoineadh air sgàth 's gu bheil na “britheamhan mòra” air òrdachadh nach bi iad ainmeil gu bràth. Chì sinn daoine air leth beairteach a' toirt sealladh air beatha gu math falamh, nach eil air a lìonadh ach le iomagain a thaobh an coltas. Tha sinn mar dhùthaich gu math nas fheàrr na na h-ìomhaighean a tha sinn a' cruthachadh. Tha ar còirichean stèidhichte air saorsa agus urram do gach creutair a tha beò. Le bhith a' cur taic ri cuid de phrògraman fìrinneach, chan fhaic mi gu bheil a cheart uiread de dh'urram againn do dhaoine 's a bh' againn uaireigin.

## Questions

Re-read lines 1–7

1. The writer mentions the great excitement around reality television programmes.
- (a) What shows that people are excited about appearing on them? 1
- (b) What does the writer say about those who want to appear on them? State **any two** things. 2

Re-read lines 15–36

2. The writer discusses the rise of “social experiment” television.
- (a) What were the aims of the channels that hosted these programmes? State **any two** things. 2
- (b) Why were the first of these programmes more successful? 2
- (c) What does the writer say about the contestants who take part in such programmes nowadays? 3
3. The writer suggests these programmes highlight the sort of society in which we live. Why, according to the writer, do people watch these programmes? 3

Re-read lines 37–59

4. The writer argues that even talent shows have become infamous.
- (a) According to the writer, what makes them infamous? 2
- (b) Give details of the typical scene the writer describes. State **any four** things. 4
5. The writer draws conclusions about our society.
- (a) What further examples of the typical audition scene does the writer mention? State **any two** things. 2
- (b) What conclusions does the writer come to? State **any two** things. 2
6. Now consider the article as a whole.
- What is the writer’s overall purpose in writing about this subject? Justify your response with close reference to the points the writer makes and the language she/ he uses. 7

**SECTION 2 — TRANSLATION — 20 marks**

7. Translate the underlined section into English: (lines 8–14)

“Tha cuimhne agam . . . gach oidhche Shathairne.”

**[END OF EXEMPLAR 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 Exemplar Question Paper.

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## General Marking Principles for Advanced Higher Gaelic (Learners): Reading and Translation

*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.
- (d) The marks available in this paper are as follows:
  - (i) Questions 1-5 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1-4 marks.
  - (ii) Question 6 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
  - (iii) Question 7 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) For questions that ask candidates to “state” or “give”, candidates must give a brief, accurate response/name.
- (f) 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) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

## Detailed Marking Instructions: Section 1 – Reading

Question		Expected Answer(s)	Max mark	Additional Guidance
1	a	<ul style="list-style-type: none"> <li>people are travelling/willing to travel (great distances) to get an audition</li> </ul>	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"> <li>some wonder/the writer's mother wonders if it would be fun</li> <li>some people see it as a chance to live out their lives for the public to see</li> <li>some people (with a sad tale) hope the audience will sympathise with them</li> </ul> <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	
2	a	<ul style="list-style-type: none"> <li>they wanted to isolate (unknown) people from the outside world/place people in a house/on an island without contact to the outside world</li> <li>they wanted these (poor) guinea pigs/the contestants to be on display (the whole time)</li> <li>they wanted the highlights to be broadcast every evening</li> </ul> <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	
2	b	<ul style="list-style-type: none"> <li>people didn't know how famous they would be</li> <li>people were more natural in front of the cameras</li> </ul>	2	
2	c	<ul style="list-style-type: none"> <li>the contestants know how famous they will be</li> <li>they have a chance to earn lots of money</li> <li>they make sure they will be remembered</li> </ul>	3	



Question		Expected Answer(s)	Max mark	Additional Guidance
3		<ul style="list-style-type: none"> <li>to see people making a fool of themselves</li> <li>to get enjoyment out of seeing people lose energy/become tired</li> <li>to get enjoyment out of watching people doing unpleasant tasks (to get their food)</li> </ul>	3	
4	a	<ul style="list-style-type: none"> <li>the fact that they use/exploit people for entertainment</li> <li>the way in which they make a fool of people</li> </ul>	2	
4	b	<ul style="list-style-type: none"> <li>some poor soul gets on the stage</li> <li>that poor soul doesn't fit the image of a star</li> <li>the judges begin to laugh</li> <li>the audience joins in</li> <li>we ridicule them</li> <li>we are silenced the minute they perform/sing/dance</li> <li>by use of editing, we see how untalented they are</li> </ul> <p><i>Any four of the above points for a maximum of 4 marks</i></p>	4	
5	a	<ul style="list-style-type: none"> <li>children as young as 14 in tears</li> <li>children being told they will never be famous</li> <li>rich people giving a shallow view of life</li> <li>rich people only anxious about the way they look</li> </ul> <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	
5	b	<ul style="list-style-type: none"> <li>we are better than this as a country</li> <li>our rights are based/our country is based on freedom and respect for all</li> <li>we once had more respect for others/we no longer show the same respect for others if we watch this kind of programme</li> </ul> <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	

Question	Expected Answer(s)	Max mark	Additional Guidance	
6	<p>Possible responses include:</p> <ul style="list-style-type: none"> <li>This is a social commentary which questions why we watch some programmes.</li> <li>This is a persuasive/provocative text which questions why we are fascinated by reality television and/or why we take pleasure in others' humiliation.</li> </ul> <p><i>Any other valid purpose should be accepted.</i></p> <p><i>To justify the overall purpose stated, the candidate's analysis of the text could include the following:</i></p> <p><i>Content and Language used:</i></p> <ul style="list-style-type: none"> <li>The writer suggests in passing that reality television was once a positive thing, but focuses much more on the negatives of recent developments.</li> <li>The writer discusses earlier talent shows in a wistful way.</li> <li>After giving the positives in paragraph two, the rest of the article discusses the unfortunate elements of reality television such as people seeking quick fame, as well as the darker side of finding entertainment in the misfortune of others.</li> <li>The writer uses a mixture of anecdotal/humorous examples which appeal to our sympathetic side, while at the end uses a much broader/deeper 'social conscience' appeal to our reasoning.</li> <li>The writer suggests it was a happier time (“<i>B’ iad siud na laithean simplidh</i>”).</li> <li>The writer highlights that people are being made ‘fools’ of (“<i>a’ deanamh culla-mhagaidh</i>”).</li> <li>The writer almost tells the reader off by asking when is it</li> </ul>	7	<p><b>Pegged Marks</b></p> <p>7 OR 5</p>	<p><b>Criteria</b></p> <p>The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected Answers column, or any other equally appropriate response.</p>
			<p>3 OR 1</p>	<p>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.</p>
			<p>0</p>	<p>The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.</p>

Question	Expected Answer(s)	Max mark	Additional Guidance
	<p>ever acceptable to enjoy the misfortunes of others. (“<i>Cuin a thòisich e a bhith na thlachd dhuinn a’ coimhead air prògram far a bheil daoine a’ fulang</i>”).</p> <ul style="list-style-type: none"> <li>The writer uses emotive language (eg ‘<i>truaghan</i>’) in order to encourage us to side with the ‘victims’ of these programmes.</li> </ul> <p><i>Style:</i></p> <ul style="list-style-type: none"> <li>The use of exclamation marks in the opening paragraph clearly shows up front that this is not a merely informative piece, but one with strong opinions.</li> <li>The use of quotation marks around certain words and phrases shows the writer’s low opinion of some commonly held views on the matter.</li> <li>The use of rhetorical questions in the final paragraph forces us to think about whether we are part of this negativity.</li> </ul>		

Detailed Marking Instructions: Section 2 – Translation

Question	Expected Answer(s)	Max mark	Additional Guidance
7	<ul style="list-style-type: none"> <li>• <u>Tha cuimhne agam nuair a thòisich Pop Idol airson a’ chiad turas.</u></li> <li>• <b>I remember when Pop Idol began for the first time.</b></li> <li>• <u>Cha robh fhios aig duine sam bith cò bh’ann an Simon Cowell</u></li> <li>• <b>No one knew who Simon Cowell was</b></li> <li>• <u>agus bha stoidhle na prògram gu math ùr.</u></li> <li>• <b>and the program was in a new style.</b></li> <li>• <u>Dh’fhàs sinn eòlach air na britheamhan a bharrachd air na farpaisich.</u></li> <li>• <b>We got to know the judges as well as the competitors.</b></li> <li>• <u>Ghabh sinn uile ar n-anail</u></li> <li>• <b>We all held our breath</b></li> <li>• <u>nuair a thòisich fear de na farpaisich a’ trod ri na britheamhan.</u></li> <li>• <b>when one of the competitors began to argue with the judges.</b></li> <li>• <u>Bha gaol aig na h-igheanan òga air fear de na gillean earachdail.</u></li> <li>• <b>The young girls loved one of the handsome boys.</b></li> <li>• <u>Bha gràin aca gun do chleachd an neach a bhuannaich òran aig còmhlan eile mar a’ chiad chlàr aige.</u></li> <li>• <b>They were angry that the winner used another band’s song for his first single.</b></li> </ul>	20	<p>The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate’s performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.</p> <p><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p><b>1 - Satisfactory:</b> Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.</p> <p><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Question	Expected Answer(s)	Max mark	Additional Guidance
	<ul style="list-style-type: none"> <li>• <u>Bha Ant agus Dec cho beothail mar is àbhaist</u></li> <li>• <b>Ant and Dec were as lively as ever</b></li>   <li>• <u>agus ann an ùine ghoirid, bha luchd-amhairc mòr ann a bhiodh ga chur air gach oidhche Shathairne.</u></li> <li>• <b>and in a short space of time, there was a large audience tuning in every Saturday night.</b></li> </ul>		

[END OF EXEMPLAR MARKING INSTRUCTIONS]