

FOR OFFICIAL USE

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Total Mark
(Listening)

Grand
Total

X232/13/01

NATIONAL
QUALIFICATIONS
2014

TUESDAY, 27 MAY
1.00 PM – 1.40 PM

GAELIC (LEARNERS)
ADVANCED HIGHER
Section A: Listening

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

Please read the instructions on *Page two*.

After carrying out Section A—Listening, you will leave the examination room for a break of 20 minutes. You must hand in your answer booklet for Section A at this point.

Following the break, you will have 2 hours to answer Sections B(i), B(ii) and B(iii).

Do not turn over this paper until told to do so.



The procedure will be as follows (all instructions will be read out on the CD).

The test will last approximately 40 minutes depending on the length of the passage.

You will be allowed 1 minute to read the questions for **Part one** before hearing **Part one** of the passage.

You will hear **Part one** of the passage **twice**. Between the two readings there will be an interval of 5 minutes for you to study the questions.

After the second reading, you will write your answers for **Part one in English**. You will be allowed 5 minutes to write your answers.

You will be allowed 1 minute to read the questions for **Part two** before hearing **Part two** of the passage.

You will hear **Part two** of the passage **twice**. Between the two readings there will be an interval of 5 minutes for you to study the questions.

After the second reading, you will write your answers for **Part two in English**. You will be allowed 5 minutes to write your answers.

Shortly before the end of the test you will hear **Part one** and **Part two** of the passage **for a third time**.

You may make notes at any time.

You may not ask for the repetition of any word or phrase.

Daitheadan

Marks

The following questions are based on excerpts from a column entitled “Food and health” that appears as a regular feature in a teenage weekly magazine. Listen carefully to the passage and answer, in English, the questions which follow.

Part 1

1. What is the author fed-up with?

2

2. What does she find difficult to understand?

2

3. On this subject, how much detail is usually given in the publications?

3

4. What is the majority of the public not aware of?

3

5. What are the **two** most common expenditures involved with dieting?

2

6. In order to strictly follow a supermarket diet what must one do?

2

7. What expensive food is mentioned?

1

8. What **two** alternative foods are suggested by the author?

2

9. What does the author **not** doubt about some diets?

2

Part 2

10. What eating habit was recommended by experts for many years?

1

11. Why was this recommended?

2

12. What did research in the United States prove lately?

2

13. What explanation is given for this?

4

14. What is recommended by the latest new diet?

4

15. Apart from weight loss, what other **two** attributes of this diet add to its popularity?

2

16. What should one do before starting a diet?

1

17. What did young women tend to believe?

3

18. Name **two** characteristics said to be more important to friends than one's weight.

2

(40)

[END OF SECTION A: LISTENING]

[END OF QUESTION PAPER]

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MARKER'S GRID

Candidate Name	
Candidate Number	
Section A	Listening / 40
Section B(i)	Reading / 40
B(ii)	Writing / 40
B(iii)	Literature / 40
Grand Total	160

FOR OFFICIAL USE

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Total Mark
(Reading)

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X232/13/02

NATIONAL
QUALIFICATIONS
2014

TUESDAY, 27 MAY
2.00 PM – 4.00 PM

**GAELIC (LEARNERS)
ADVANCED HIGHER**
Section B(i): Reading
Section B(ii): Writing
Section B(iii): Literature

Do not open this Question Paper until told to do so.

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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B(i) Reading–Information

Read carefully the English introduction at the beginning, and then work through the paper, starting at Question 1.

When you think you know the answer for each question, write your answer **in English** in the space provided after the question. (You are not expected to fill in all the spaces.)

You may use a Gaelic dictionary.

B(ii) Writing–Information

A separate booklet will be provided.

B(iii) Literature–Information

A separate booklet will be provided.

Please indicate on the booklet which question you are answering.



SECTION B(i): Reading**Time: 40 minutes
(recommended)**

Read the following passage carefully, then answer **in English** the questions which follow.

Ann an ochd-deug seachdadh sa còig, thòisich sgeama-obrach mòr ann an Nirribhidh. B' e amas an sgeama rèile thrèanaichean a thogail eadar dà phrìomh bhaile na dùthcha agus b' e Pròiseact nan Amadan a chanadh mòran ris. Fhuair e an t-ainm seo oir bha a' mhòr-chuid a' smaoinichadh nach biodh e idir comasach rèile a thogail tro bheanntan cho àrd. Ach chaidh còig-deug mìle neach a chur an sàs anns an sgeama agus ann an ceann trithead bliadhna sa ceithir bha a' chiad trèana a' siubhal eadar Oslo agus Bergen air an rèile seo ris an canar am Bergensbanen. Abair mìorbhail! Tha e do-chreidsinneach gun deach na tunailean tro bheil na trèanaichean a' ruith a chladhach às aonais nan uidheaman a tha againn an-diugh.

Tha dà chliù sònraichte aig an rèile seo. Chan eil rèile eile san Roinn Eòrpa cho àrd os cionn na mara agus, a rèir sgrìobhadairean eadar-nàiseanta, chan eil rèile eile air an t-saoghal bhom faic thu seallaidhean cho eireachdail. Ach cha tuig thu cliù nan seallaidhean gun siubhal gach rathad air an rèile aig amannan eadar-dhealaichte den bhliadhna, oir tha caochladh mòr a' tighinn air gach sealladh bho ràithe gu ràithe.

San Dùbhlachd an-uiridh, shiubhail mi fhèin agus buidheann charaidean air an rèile seo bho Oslo gu ruige Finse. Tha Finse còrr is letheach-slighe eadar Oslo is Bergen. Chaidh sinn ann airson cuairt seachdain a ghabhail a' sgitheadh air na monaidhean àrda seo, a' tòiseachadh agus a' crìochnachadh ann am Finse. Chan fhaca sinn fraoch no creagan fad na seachdain ach mìle air mhìle de shneachda mìn, rèidh. Bha sinn a' cur seachad nan oidhcheannan ann an loidsichean beaga a tha glè ghoireasach ged a tha iad cuideachd air leth iomallach. Ach seo rabhadh dhuibh. Chan eil na taighean-beaga idir anns na loidsichean, ach a-muigh ann an seadaichean agus chan eil annta ach suidheachan fiodha is toll ann, os cionn sloc anns an talamh.

Chan eil sinn idir uabhasach tàlantach air sgitheadh. Feumaidh gun robh sin follaiseach, oir bhiodh na sgitheadairean ionadail a' bruidhinn rinn ann am Beurla. Ach, abair thusa gun robh sinn moiteil air an latha mu dheireadh nuair a bhruidhinn buidheann rinn ann an Nirribhis. Bha sin a' dearbhadh dhuinn gun robh sinn air adhartas a dhèanamh.

Tha aithreachas orm nach deach sinn air an turas seo aig deireadh an earraich nuair a bhiodh an latha air fàs nas fhaide. Mar a thachair, cha robh againn ach mu shia uairean a thìde de shoilleireachd ach cha do mhill sin na seallaidhean a bh' air gach taobh dhinn. Cha dèanadh duine air thalamh dealbh nas bòidhche na mòran dhiubh.

San dealachadh, thuirtean banacharaid gun robh i airson tilleadh as t-samhradh a choisich na dearbh chuairt a ghabh sinn a' sgitheadh. Ach, a-nochd, chì mi dotagan gorma air map a tha a' dearbhadh nach biodh sin comasach. Bha na lochan sin falaichte fon deigh is fon t-sneachda san Dùbhlachd ach, as t-samhradh, bhiodh againn ri snàmh thairis orra. Agus, gu mi-fhortanach, chan eil sinn math air snàmh nas mò!

Bidh cuimhne agam gu bràth air mo thuras agus air na seallaidhean, agus tha mi an dòchas gum bi cuimhne aig sluagh Nirribhidh gu bràth air na fir a thog am Bergensbanen.

QUESTIONS

1. What was this work-scheme's objective?

2
2. Give the English version of the name by which the work-scheme was popularly known.

1
3. Why was it given this name?

3
4. Give **two** statistics that illustrate the enormity of this scheme.

3
5. What does the author regard as incredible?

2
6. For what **two** reasons is this railway famous?

2
7. Why is it recommended that one should travel on this line at different times of the year?

2

8. When did the author visit Norway?

1

9. What **two** things did they not see all week?

2

10. What are we told about the lodge toilets?

4

11. How was it evident that the group were not experienced skiers?

2

12. Explain in detail why they felt proud on the last day.

4

13. What does the author regret and why?

4

14. What would one of her friends like to do?

4

15. What would be difficult in the summer?

2

16. What does the author hope for in the future?

2

(40)

[END OF SECTION B(i): READING]

[Turn over

SECTION B(ii): Writing

**Time: 40 minutes
(recommended)**

Present an argument based on ONE of the following choices. Your position may be either for or against the statement.

Write your answer in the separate answer booklet provided for Section B(ii) Writing and Section B(iii) Literature.

Marks

Obair/Careers

1. Chan eil Gàidhlig gu feum sam bith airson obair fhaighinn. (40)
2. Chan eil dad cho cudromach ri bhith ann an obair a tha a' còrdadh riut. (40)

Biadh agus Slàinte/Food and Health

3. Cha do rinn biadh blasta cron air duine riamh. (40)
4. Chan eil tìde aig mòran an-diugh airson eacarsaich. (40)

Na Meadhanan/Media

5. Tha an t-eadar-lìon nas fheàrr na an telebhisean. (40)
6. Chan eil meadhan ann cho math ris an rèidio. (40)

Gnothaichean Coitcheann/General Issues

7. Mura bi sgoiltean Gàidhlig againn, cha bhi a' Ghàidhlig fada beò. (40)
8. Tha fiadh-bheatha nas cudromaiche na cothroman cosnaidh. (40)

[END OF SECTION B(ii)—WRITING]

Answer ONE literature question.

Write your answer in the booklet provided for Section B(ii) Writing and B(iii) Literature.

Marks

1. “My favourite short stories are the ones that make me think about and question things I have not really paused to think about before.”
Write a brief account of the content and structure of one short story to which you would apply this comment. Comment on how the style of writing and the use of literary techniques helped the author achieve the intended outcome. (40)
2. “Poetry has always been an important outlet for pent-up feelings and a good poem will always stir the emotions of the reader.”
Write about **one** poem which affected you in this manner. Discuss how the author’s style and use of literary techniques such as imagery, personification and metaphor helped to convey the author’s feelings. (40)
3. Discuss **two** pieces of work by your favourite author and explain why you would choose them as good examples of the literary qualities you admire. (40)
4. Give a brief appreciation of **two** texts, of different genres, which relate to a common literary theme you have studied.
Explain why you believe one of these genres is more effective than the other in dealing with this particular theme. (40)
5. You have agreed to take part in a radio programme called *Leugh an Leabhar* in which you will be giving a critical appraisal of a novel you have read. Write your appraisal and refer to subject matter, plot, style and language level. (40)
6. Some Gaelic authors are/were adept at producing poetry and short stories. Discuss **two** literary pieces of different genre by one such author and show why you find his/her work more appealing in one genre than in the other. (40)
7. Some literary pieces bring past incidents vividly to life. Discuss the merits of one piece of writing which succeeds in doing this. (40)
8. Comment briefly on the content of a Gaelic play **or** film and explain why it did **or** did not appeal to you. (40)

[END OF SECTION B(iii): LITERATURE]

[END OF QUESTION PAPER]

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X232/13/11

NATIONAL
QUALIFICATIONS
2014

TUESDAY, 27 MAY
1.00 PM – 1.40 PM

Gaelic (Learners)
Advanced Higher
Section A: Listening Transcript

This paper must not be seen by any candidate.



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INSTRUCTIONS TO THE TEACHER IF THE RECORDING IS PLAYED

1. Start the machine.
2. All instructions are contained on the CD, which should be played in full for the duration of the text. The test will last approximately 40 minutes, depending upon the length of the passage.
3. All pauses and repeat playings are also included on the CD.
4. Do not stop the machine at any point.

At the end of the test, ask the candidates to leave the room. They should not take any printed material with them.

[Turn over

INSTRUCTIONS TO THE TEACHER IF THE PASSAGE IS TO BE READ ALOUD (EMERGENCY ONLY)

- 1. You should use the ten minutes before the examination starts to familiarise yourself with the passage to be read. You will not see the questions to be answered and you must not communicate with the candidates on the content of the test.**

- 2. At the start of the test, say to the candidates:**

You will have 40 minutes for the test. The passage is in two parts. You will hear the first part and answer the questions on that part before hearing the second part. Before the end of the test you will hear the entire passage again.

Turn over the question papers. You have one minute to read the questions for **Part one** before hearing the passage. You may make notes at any time throughout the test.

[ONE-MINUTE PAUSE]

- 3. Read Part one of the passage aloud, talking clearly and naturally, and taking no more than approximately 2 minutes 30 seconds to complete the reading. Do not use explanatory gestures.**

[FIRST READING OF PART ONE OF THE PASSAGE]

- 4. At the end of Part one say to the candidates:**

You now have five minutes to study the questions.

[FIVE-MINUTE PAUSE]

- 5. Read Part one of the passage aloud for a second time, in exactly the same manner as before and taking the same amount of time.**

[SECOND READING OF PART ONE OF THE PASSAGE]

- 6. Say to the candidates:**

Now write your answers to **Part one** in English. You have 5 minutes to write your answers.

- 7. You should stay in the room. You must not see a copy of any printed paper nor communicate with the candidates in any way.**

- 8. At the end of the 5 minutes say to the candidates:**

You have one minute to read the questions for **Part two** before hearing the passage. You may make notes at any time throughout the test.

[ONE-MINUTE PAUSE]

- 9. Read Part two of the passage aloud, talking clearly and naturally, and taking no more than approximately 2 minutes 30 seconds to complete the reading. Do not use explanatory gestures.**

[FIRST READING OF PART TWO OF THE PASSAGE]

- 10. At the end of Part two, say to the candidates:**

You have five minutes to study the questions.

[FIVE-MINUTE PAUSE]

11. **Read Part two of the passage aloud for a second time, in exactly the same manner as before and taking the same amount of time.**

[SECOND READING OF PART TWO OF THE PASSAGE]

12. **Say to the candidates:**

Now write your answers to **Part two** in English. You have five minutes to write your answers.

[FIVE-MINUTE PAUSE]

13. **Read the entire passage in exactly the same manner as you read both parts before and taking the same amount of time.**

[READING OF THE ENTIRE PASSAGE]

14. **At the end of the test instruct the candidates to leave the room, leaving behind any printed material.**

[Turn over

SECTION A LISTENING—PASSAGE

Daitheadan

Part 1

Tha mi seachd sgìth de shanasan mu dhaitheadan ùra. Tha e doirbh leam fhèin a thuigsinn carson a tha iarraidh air na h-uiread dhiubh. Fosgail pàipear nàiseanta no ionadail no iris inbheach no dheugairean agus cuiridh mi geall gum bi daithead ùr a' coimhead ort. Ach, mar as àbhaist, cha bhi annta de fhiosrachadh ach dìreach na bheir air na mìltean de dhaoine dealachadh ri airgead. Chan eil beachd aig a' mhòr-chuid gu bheil daitheadan a-nis nan gnìomhachas soirbheachail a tha a' cosnadh billeanan notaichean gach bliadhna. Tha na billeanan sin air an cosnadh ann an caochladh dhòighean. Mar as trice, bidh leabhar ri cheannach no bidh sùim ri pàigheadh air-loidhne a h-uile mìos airson daithead a leantainn. Bidh sàr-mhargaidhean a' moladh dhaitheadan cuideachd agus, airson cumail riutha sin gu mionaideach, feumaidh tu a h-uile grèim a dh'itheas tu a cheannach bho na sgeilpichean aca fhèin. Aig amannan chan e am biadh as saoire a bhios na bùthan sin a' moladh. Nach fhaca mi an latha roimhe feòil-giomaich mar phàirt de dhaithead mar sin. Saoil nach biodh adag no sgadan air a' chùis a dhèanamh a cheart cho math! Bu chòir gum b' e prìomh amasan gach daithead gum bi nas lugha de shàill nar colainn agus gun caill sinn cuideam. A thaobh nan amasan sin, tha amharas agam nach eil earrann mhath dhiubh cho èifeachdach 's a tha iad a' cumail a-mach, ach chan eil teagamh idir agam nach fàg cuid dhiubh pòcaidean dhaoine nas aotruime.

[END OF PART 1]

Part 2

Tha mòran deasbaid mu dè an seòrsa daithead as fheàrr do dhaoine. Fad bhliadhnachan, chanadh eòlaichean gum bu chòir dhuinn a bhith ag ithe beagan tric, oir tha sinn buailteach barrachd 's a bhios feum againn air ithe ma bhios an t-acras oirnn. Ach, o chionn corra bhliadhna, tha rannsachadh anns na Stàitean Aonaichte air ceist a thogail mun bheachd seo. Sheall sin gu bheil daoine a bha ag ithe aon bhìadh mòr, dìreach aon uair san latha, a' call cuideam nas luaithe. Tha an dàrna dòigh seo ag obrachadh nas fheàrr, canaidh iad, oir gur e seo am pàtran-ithidh a bha nàdarra do dhaoine nuair a bha iad beò air a bhith a' sealg agus ag iasgach. O chionn beagan bhliadhnachan, nochd daithead ùr a tha stèidhichte air an t-seann pàtran-ithidh sin. Tha i seo a' moladh nach ith duine dad fad dà latha, beagan làithean bho chèile, gach seachdain. Chan e a-mhàin gun caill daoine a nì sin cuideam ach tha iad a' cumail a-mach nach tig coltas na h-aoise orra cho luath agus cuideachd nach bi iad a' call an cuimhne. Chan iongnadh ged a bhiodh fèill mhòr air an daithead seo!

Chan eil teagamh nach eil cus cuideim dona do shlàinte dhaoine ach cha bu chòir do neach sam bith tòiseachadh air daithead gun comhairle mheidigeach a shireadh an toiseach, oir faodaidh daithead cron a dhèanamh air duine cuideachd. Bhiodh sin ag èirigh do chuid agus, gu h-àraid do bhoireannaich òga, anns na làithean anns an robh iad a' smaoinichadh nach biodh iad bòidheach mura biodh iad cho caol ri cas bruis. Tha mi cinnteach gun can do charaidean gu bheil cridhe coibhneil agus deagh nàdar nas cudromaiche na cuideam.

[END OF PART 2]

[END OF PASSAGE]

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