H

National
Qualifications
2015

X731/76/11

Gaelic (Learners) Reading

MONDAY, 25 MAY

1:00 PM – 2:40 PM

Total marks — 30

Attempt ALL questions.

Write your answers clearly, in **English**, in the Reading Answer Booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

You may use a Gaelic dictionary.

Use **blue** or **black** ink.

There is a separate question and answer booklet for Directed Writing. You must complete your answer for Directed Writing in the question and answer booklet for Directed Writing.

Before leaving the examination room you must give your Reading answer booklet and your Directed Writing question and answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.

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Total marks — 30

Attempt ALL questions

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

In this article, the writer discusses the Internet.

Am bi thu a’ cleachdadh an eadar-lìon a h-uile latha? Tha 96% den òigridh eadar aon bliadhna deug agus naoi bliadhna deug a dh’aois ag ràdh gum bi iad a’ cleachdadh co-dhiù aon seòrsa dòigh conaltraidh air-loidhne gach latha. ’S ann air an eadar-lìon a bhios a’ mhòr-chuid a’ conaltradh ri daoine a tha sgapte air feadh an t-saoghail, a’ faighinn cuideachaidh le obair-dachaigh, a’ rannsachadh dè na filmichean a tha rin sealltainn san taigh-dhealbh agus a’ ceannach rudan air làraich-lìn nan companaidhean-malairt. A bharrachd air sin, faodaidh tu ceòl, filmichean no geamannan a luchdachadh a-nuas gu furasta

Glè thric, cluinnidh sinn aithrisean mu na trioblaidean a bhios aig daoine nuair a bhios iad a’ cleachdadh choimpiutairean. Bidh sgoiltean a’ dèanamh oidhirp mhòr gus sgoilearan a theagasg mu na cunnartan a dh’fhaodadh a bhith na lùib. Bidh sgoiltean a’ toirt rabhadh d’ fhiosrachadh pearsanta a chumail dìomhair agus bidh iad a’ toirt eisimpleirean seachad mu na rudan nach bu chòir dhut a bhith ag innse do dhaoine air-loidhne, mar eisimpleir facal-faire do phost-dealain agus ainmean dhaoine anns an teaghlach agad.

Tha dleastanas agad do dhìon fhèin bho chunnartan air an eadar-lìon. Bhiodh e glic d’ fhacal-faire airson seòlaidhean phost-dealain a chruthachadh le measgachadh de litrichean agus àireamhan agus facal-faire a chleachdadh nach biodh follaiseach do dhaoine eile. Atharraich seo gu tric. Nuair a gheibh thu post-dealain, mura h-eil thu ag aithneachadh cò a chur thugad e, na fosgail e — dh’fhaodadh gur e bhìoras a th’ ann. Bhiodh e ciallach bathar-bog a cheannach a chuireas stad air bhìorasan airson gach coimpiutair san dachaigh. Air làraich-lìn shòisealta, feumaidh tu a bhith mothachail dè cho prìobhaideach ’s a tha do dhuilleag. Cha bu chòir do neach sam bith ach do charaidean a bhith a’ faicinn na tha thu a’ postadh.

Bi faiceallach ro choigrich air-loidhne. Tha na meadhanan sòisealta tarraingeach do dheugairean ach thoir an aire – uaireannan, bidh inbhich a’ leigeil orra gur e deugairean a tha annta. Bu chòir dhut còmhradh fhàgail ma bhios tu a’ faireachdainn mì-chofhurtail agus innis do phàrant, tidsear, inbheach no don larach-lìn anns a’ bhad. ’S ann tric a chluinneas tu mu dhaoine ainmeil leithid an dàibhear Oilimpigeach Tom Daley a bha a’ fulang ri linn burraidheachd air-loidhne.

Feumaidh tu fhèin a bhith ciallach le do chuid conaltraidh cuideachd. Cha bu chòir dhut rud a sgrìobhadh nach canadh tu ri neach ann an conaltradh làitheil rin aodann. Stad agus smaoinich mus sgrìobh thu teachdaireachd — ciamar a bhiodh tu fhèin a’ faireachdainn nam biodh tu ga leughadh mu do dheidhinn fhèin? Ciamar a bhiodh tu a’ faireachdainn nam faiceadh pàrant no tidsear an dealbh no na sgrìobh thu? Dh’fhaodadh d’ fhaclan a bhith air-loidhne a-chaoidh. Nuair a bhios tu ag iarraidh obair no àite ann an colaiste no oilthigh, am biodh tu airson gum faiceadh na daoine an sin na sgrìobh thu?

Tha ceannach air-loidhne glè ghoireasach ged a bhiodh tu a’ ceannach aodaich, maise-gnùis, ceòl no geama. ’S urrainn dhut a dhèanamh aig uair sam bith ann an àite sam bith agus tha roghainn fharsaing agad de stuth. Ach tha e cudromach gum bi thu a’ cleachdadh làraich-lìn a tha earbsach agus laghail.

Ged a tha àite cudromach aig coimpiutairean nar beatha, na cuir seachad cus ùine air-loidhne. Cha bu chòir dhut barrachd air uair a thìde a chur seachad aig coimpiutair aig an aon àm. Nì e cron air do shùilean, fàsaidh do cheann goirt agus bidh do sgilean sòisealta a’ fulang. Bu chòir don òigridh a bhith an sàs ann an cur-seachadan mar spòrs agus clubaichean cuideachd.

Questions **MARKS**

Re-read lines 1—13

1. What does the statistic given at the beginning of the passage say about young people? **1**

2. What are the common uses of the Internet among teenagers? State any **three** things. **3**

3. The writer discusses how schools educate pupils about the dangers of the Internet.

   (a) What specific warning is given by schools? **1**

   (b) What examples are given as part of this warning? State any **one** thing. **1**

Re-read lines 14—27

4. In paragraph 3 the writer mentions further actions you can take to protect yourself online.

   (a) What recommendations are made? State any **three** things. **3**

   (b) What must you be aware of when you are on social networking sites? State any **one** thing. **1**

5. What must young people do if they feel uncomfortable using social media? State **two** things. **2**

6. Why is the Olympic diver Tom Daley mentioned? State **one** thing. **1**

Re-read lines 28—43

Advice is given about what people post about themselves and to others.

7. What should you stop and think about before you submit a post? State any **three** things. **3**

8. The writer goes on to discuss online shopping.

   (a) What are the benefits of online shopping? State any **one** thing. **1**

   (b) What is important to consider when shopping online? **1**

9. Now consider the article as a whole.

   Where do you think this article would appear? Explain your answer with reference to the text. **2**

10. Translate into English:
    "Cha bu chòir dhut . . .agus clubaichean cuideachd." (*lines 40—43*) **10**

[END OF QUESTION PAPER]

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National Qualifications 2015

Mark

X731/76/02

Gaelic (Learners) Directed Writing

MONDAY, 25 MAY

1:00 PM – 2:40 PM

X73176 02

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 — 10

Choose ONE scenario on *Page two* and write your answer clearly, in **Gaelic**, in the space provided in this booklet. You must clearly identify the scenario number you are attempting.

You may use a Gaelic dictionary.

Additional space for answers is provided at the end of this booklet.

Use **blue** or **black** ink.

There is a separate answer booklet for Reading. You must complete your answers for Reading in the answer booklet for Reading.

Before leaving the examination room you must give this Directed Writing question and answer booklet and your Reading answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.

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Total marks — 10

Choose **one** of the following two scenarios.

SCENARIO 1 — Employability

You recently saw an advert for a part-time job that interests you. Write a response to this advert in **Gaelic**.

You must include the following information and **you should try to add** other relevant details:

- What the job is **and** why you are suited to it
- What previous work experience you have
- What the benefits are of this opportunity
- What you hope to do in the future

You should write approximately 120—150 words.

OR

SCENARIO 2 — Culture

You recently took part in a media project at your school/college. Write in **Gaelic** about a programme you watched on BBC Alba.

You must include the following information and **you should try to add** other relevant details:

- What the programme was about **and** why you chose to watch it
- What your opinion was of the programme
- What you learned from watching the programme
- What programmes you would like to see on BBC Alba

You should write approximately 120—150 words.

ANSWER SPACE

MARKS | DO NOT WRITE IN THIS MARGIN

Scenario number

MARKS DO NOT WRITE IN THIS MARGIN

ANSWER SPACE (continued)

MARKS | DO NOT WRITE IN THIS MARGIN

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[Turn over

ANSWER SPACE (continued)

MARKS | DO NOT WRITE IN THIS MARGIN

MARKS DO NOT WRITE IN THIS MARGIN

ADDITIONAL SPACE FOR ANSWERS

ADDITIONAL SPACE FOR ANSWERS

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National Qualifications 2015

Mark

X731/76/03

Gaelic (Learners) Listening and Literature

MONDAY, 25 MAY

3:00 PM – 4:15 PM

* X 7 3 1 7 6 0 3 *

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

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 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.

You may use a Gaelic dictionary.

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 test.

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.

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MARKS DO NOT WRITE IN THIS MARGIN

SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

Item 1

Neil discusses his plans for when he leaves school.

(a) What experience does Neil have of studying Gaelic? 1

(b) What comment does he make about his level of fluency in Gaelic at this stage? State any **one** thing. 1

(c) His guidance teacher arranged a placement in a primary school. Why did Neil consider this to be a good opportunity? 1

(d) What activities did he participate in with the class? State any **two** things. 2

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Item 1 (continued)

(e) According to Neil what makes a good teacher? State any **two** things in detail. **2**

(f) Overall, which statement best describes the speaker's opinion about teaching in Gaelic? **1**

It's a challenging job and too difficult for him	
It's a worthwhile job but he does not have the ability to do it	
It is not an easy job but he is confident he could do it	

[Turn over

MARKS | DO NOT WRITE IN THIS MARGIN

Item 2

Mr Maclean, a Gaelic medium primary school teacher, has returned from an exchange visit to Lesotho in Africa. He is being interviewed by a pupil about his experiences for the school magazine.

(a) What surprising fact does Mr Maclean tell the pupil about Lesotho? **1**

(b) Why did Mr Maclean extend his stay? State **two** reasons. **2**

(c) What got Mr Maclean involved in the exchange? State **two** things. **2**

(d) Mr Maclean worked in a primary school whilst he was in Lesotho. What activities was he involved in? Give any **two** details. **2**

(e) In what way do the children in Lesotho demonstrate pride in their language? **1**

Item 2 (continued)

(f) Mr Maclean describes school life in Lesotho. What does he say? Give any **two** details. **2**

(g) What do some children in Lesotho do when they are not in school? Give any **one** detail. **1**

(h) What is Mr Maclean doing just now in preparation for his return visit to Lesotho? **1**

[Turn over

SECTION 2 — LITERATURE — 10 marks

Attempt ONE question

Write your answer in the space provided on Pages seven to nine.

1. Choose a Gaelic play which held your attention until the end. Show how the writer succeeded in doing this in a critical appreciation of the play. **10**

2. Choose a Gaelic novel you enjoyed. With reference to plot, characters and technique show how the author succeeded in developing an appealing text. **10**

3. Choose a Gaelic short story which made you think about a particular issue. Explain why you consider it to be effective in dealing with this issue, with reference to literary techniques used. **10**

4. Choose a Gaelic poem which clearly articulates a theme or viewpoint and describe how the poem enhances your understanding of this particular theme or viewpoint. **10**

5. Choose a Gaelic text which demonstrates effective literary techniques. Give a brief account of the text, identify the literary techniques used by the writer and state what impact they had on you. **10**

MARKS | DO NOT WRITE IN THIS MARGIN

ANSWER SPACE FOR SECTION 2

MARKS | DO NOT WRITE IN THIS MARGIN

ANSWER SPACE FOR SECTION 2 (continued)

ANSWER SPACE FOR SECTION 2 (continued)

[END OF QUESTION PAPER]

MARKS DO NOT WRITE IN THIS MARGIN

ADDITIONAL SPACE FOR ANSWERS

MARKS | DO NOT WRITE IN THIS MARGIN

ADDITIONAL SPACE FOR ANSWERS

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National
Qualifications
2015

X731/76/13

Gaelic (Learners) Listening Transcript

MONDAY, 25 MAY

3:00 PM – 4:15 PM

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.

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X731/76/13

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 Number One

Neil discusses his plans for when he leaves school.

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

(f) Tha mise a-nis air an t-siathamh bliadhna agus bidh mi a’ fàgail na sgoile a dh’aithghearr. Tha mi air a bhith ag ionnsachadh na Gàidhlig bho thòisich mi san àrd-sgoil agus tha an cuspair a’ còrdadh rium gu mòr. Bha mi a’ smaoineachadh gum bu thoigh leam obair fhaighinn aig a’ cheann thall a bha ceangailte ris a’ Ghàidhlig; is dòcha anns na meadhanan.

Tha mi air tòrr adhartais a dhèanamh ann an Gàidhlig. Tha mi ga tuigsinn glè mhath agus ga bruidhinn meadhanach math ach tha fios agam nach eil mi fileanta fhathast. Feumaidh mi a dhol don cholaiste Ghàidhlig airson bliadhna no dhà an toiseach nuair a dh’fhàgas mi an sgoil. Dè an uair sin ge-tà?

Bhruidhinn mi ris an tidsear stiùiridh agam mu na teisteanasan agus na sgilean agam.

Bha e a’ moladh a bhith tadhal air bun-sgoil agus chuir e seo air dòigh dhomh.

Cha robh mi a’ smaoineachadh mu dheidhinn teagasg mar dhreuchd roimhe ach abair deagh chothrom a bh’ ann barrachd ionnsachadh mun obair.

Chaidh mi ann aon latha gach seachdain airson trì mìosan. Bha mi a’ cuideachadh an tidseir aig an robh clas air prìomh a h-aon.

Sheinn sinn còmhla a h-uile latha, rinn sinn dealbhan airson co-fharpais, bha sinn a’ cluich geamaichean cànain agus a’ leughadh sgeulachdan sìmplidh. Anns gach rud a rinn iad bha a’ chlann a’ cluinntinn agus a’ cleachdadh Gàidhlig. Bha e iongantach cho luath ’s a thog iad an cànan.

Ged a bha spòrs againn bha dùbhlan ann cuideachd.

Tha mi a’ tuigsinn nas fheàrr a-nis obair thidseir agus chan eil e an-còmhnaidh furasta. Feumaidh tu a bhith dìcheallach le ceartachadh, cruthachail le leasanan agus gu math foighidneach ag èisteachd ris a’ chloinn.

Thàinig a’ Ghàidhlig agam fhèin air adhart gu mòr ag obair còmhla ris a’ chlas. Tha misneachd agam a-nis gum b’ urrainn dhomh fhìn a bhith nam thidsear. Tha mi cinnteach gur ann an sgoil Ghàidhlig a bu thoigh leam a bhith a’ teagasg cuideachd!

(2 minutes)

(t) **Item Number Two**

Mr Maclean, a Gaelic medium primary school teacher, has returned from an exchange visit to Lesotho in Africa. He is being interviewed by a pupil about his experiences for the school magazine.

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

(f) **Latha math, a Mhaighstir Mhicilleathain. Ciamar a tha sibh?**

(m) Latha math, a Leagsaidh. Tha mi gu math, ciamar a tha thu fhèin?

(f) **Tha gu dòigheil, tapadh leibh. Fàilte air ais dhan sgoil. Nise, càit' a bheil Lesotho?**

(m) Tha Lesotho ann an ceann a deas Afraga. 'S e dùthaich bheag, bhrèagha a th' innte. Tha i fada bhon mhuir agus tha an talamh gu math àrd. Chuir e iongnadh orm gu bheil na beanntan cho àrd is gun urrainn dhut sgitheadh ann!

(f) **Dè cho fada 's a bha sibh ann an Afraga?**

(m) Chaidh mi ann airson mìos an toiseach agus chòrd an gnothach rium gu mòr. Dh'fhuirich mi trì mìosan eile oir bha mi a' faireachdainn gun robh an obair a bha mi a' dèanamh feumail agus bha na daoine cho beothail agus cho coibhneil.

(f) **Carson a thagh sibh Lesotho?**

(m) Rinn an clas agam ann an Alba pròiseact an-uiridh agus sgrìobh iad gu sgoilearan ann an sgoil ann an Lesotho. Fhuair mi cuireadh bhon sgoil a dhol a-null agus dh'fhalbh mi ann sa bhad!

(f) **Dè rinn sibh fhèin ann?**

(m) Dh'obraich mi ann am bun-sgoil ann an sgìre bhochd a-muigh air an dùthaich. Theagaisg mi beagan Ghàidhlig do na sgoilearan. Thug mi leam caman agus sheall mi dhaibh mar a tha thu a' cluich iomain. Bhiomaid ag obair air togalach na sgoile cuideachd, agus thog sinn taigh-beag ùr. Bha na sgoilearan agus na tidsearan uile air an dòigh leis.

(f) **Dè an cànan a tha iad fhèin a' bruidhinn?**

(m) Tha cànan aca fhèin aig an taigh 'Sesotho'. Tha iad gu math pròiseil às agus sheinneadh iad gu snog ann a h-uile latha. Bidh iad ag ionnsachadh Beurla cuideachd anns an sgoil.

(f) **Cò ris a tha sgoil coltach ann an Lesotho?**

(m) Chan eil na sgoilearan thall cho fortanach 's a tha sibhse. Bidh iad ag èirigh gu math tràth airson coiseachd dhan sgoil sa mhadainn. Aig àm-bìdh 's urrainn dhaibh ith a-muigh anns an raon-cluiche. Tha an sgoil fhèin gu math beag agus mì-chofhurtail ach cha bhi iad a' gearain ge-tà agus tha e furasta fhaicinn gur fìor thoigh leotha a bhith ag ionnsachadh.

(f) **Dè bhios a' chlann a' dèanamh nuair nach eil iad anns an sgoil?**

(m) 'S e daoine spòrsail a th' annta; tha iad uabhasach measail air ball-coise agus lùth-chleasan. Ach uaireannan feumaidh iad cuideachadh aig an taigh an àite a dhol dhan sgoil ma tha am pàrantan tinn.

(f) **Am bu thoigh leibh a dhol air ais a Lesotho?**

(m) Bu thoigh gun teagamh. An-dràsta, tha mi a' cruinneachadh airgid airson leabhraichean agus coimpiutairean dhan sgoil thall. Dh'fhaodadh sibhse mo chuideachadh! Nuair a tha gu leòr agam thèid mi a-null leis. Còrdaidh sin ri sgoilearan Lesotho.

(f) **Tapadh leibh airson bruidhinn rium an-diugh.**

(m) 'S e do bheatha.

(**t)** **End of recording**.

[END OF TRANSCRIPT]