



National  
Qualifications  
2016

**X731/77/11**

**Gaelic (Learners)  
Reading and Translation**

THURSDAY, 19 MAY

9:00 AM – 10:30 AM

**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.



\* X 7 3 1 7 7 1 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 the pros and cons of life with a mobile phone.

#### A' Cleachdadh Fònaichean-làimhe

Tha fios le cinnt gu bheil fòn-làimhe aig a' chuid as motha de dhaoine anns an latha an-diugh. A rèir Ofcom, tha fòn-làimhe aig 93% de dh'inbhidh agus tha iad ga chleachdadh a h-uile latha. Chithear daoine a' coiseachd sìos an rathad, no a' siubhal air bus, a' bruidhinn ro àrd air na fònaichean aca, agus bidh a h-uile duine gan cluinntinn. Bidh òigridh ag obrachadh an cuid chorrangan gu cruaidh, a' teacsadh a chèile, gun eòlas aca air mar a bha saoghal gun fònaichean-làimhe.

'S ann an 1985 a chunnaic sinn a' chiad fòn-làimhe air a chleachdadh ann am Breatann le Ernie Wise. Dh'fhàs iad fasanta anns na naochadan, nuair a chunnaic sinn Chandler anns a' phrògram "Friends" a' strì le fear. Tha e àraid mar a dh'fhàsas rud fasanta ma tha an duine ceart ga chleachdadh air an telebhisean. Goirid an dèidh sin, thòisich iad air nochdadh beag air bheag. Bha e follaiseach cho feumail 's a bhiodh iad ann an gnìomhachas cuideachd, agus ann an ùine ghoirid, ghabh iad àite sònraichte ann am beatha dhaoine. Cha robh iad cho spaideil ris an fheadhainn a th' againn an-diugh ge-tà. Chan ann tric a bhruidhneas tu ri cuideigin aig nach eil fòn-làimhe an-diugh. Tha sinn a' sùileachadh gum bi fòn-làimhe aig neach gus am faigh sinn grèim orra aig àm sam bith. Chan e dìreach fòn-làimhe àbhaisteach a bhios aig daoine ach rudeigin gleansach, goireasach, a tha cho daor ri fàinne òir.

An toiseach, bha sinn riarichte nam biodh comas teacs againn air an fhòn agus comas air bruidhinn ri daoine. Nach e an saoghal sin a bha furasta! A-nis ge-tà tha teicneòlas air gluasad aig astar cho luath 's nach eil sinn idir riarichte mur a bheil iad comasach air leigeil leinn aiste a sgrìobhadh agus a cur air falbh air post-dealain. Chan e fònaichean-làimhe a tha sinn ag iarraidh an-diugh ach coimpiutairean beaga leis a h-uile pìos fiosrachaidh mar deidhinn. Tha cuid aig a bheil app le fiosrachadh banca; app leabhar-latha; app ag innse na tha iad ag ithe! Ma bha cuideigin airson d' fhiosrachadh pearsanta a ghoid, cha bhiodh aca ach am fòn-làimhe agad fhaighinn agus bhiodh e aca air fad! Abair smuain eagalach!

Tha fònaichean-làimhe air buaidh mhòr a thoirt air suidheachaidhean sòisealta san latha an-diugh, gu h-àraidh air modh dhaoine. Anns na làithean a dh'fhalbh, ma bha thu gu bhith a' coinneachadh ri caraaid airson cofaidh aig àm sònraichte, dhèanadh tu do dhìcheall gus a bhith ann aig an àm cheart. Cha robh dòigh ann a dh'innseadh tu dhaibh nach biodh tu ann. An-diugh, chan eil daoine a' smaoinichadh dad mu a bhith anmoch ma gheibh iad air teacs a chur thugad le leisgeul. Cuideachd, nuair a bhios tu aig dinnear le caraaid, bidh fòn-làimhe air a' bhòrd is do charaid ga chleachdadh nuair a bhios sibh ag ithe. Tha am mòr-shluagh a-nis a' sùileachadh gum bi fòn-làimhe agad ri do thaobh fad na tìde! Cha bhi daoine a' faighinn fois bhuapa idir.

Tha beatha dhaoine air atharrachadh ann an iomadh dòigh eile le fònaichean-làimhe. Tha e mì-laghail am fòn-làimhe a chleachdadh nuair a tha thu a' dràibheadh. Thachair 1.3 millean tubaist ann an 2011 air sgàth 's gun robh dràibhear an a' cleachdadh fòn-làimhe. Tha an cleachdadh seo uabhasach cunnartach!

A rèir fiosrachadh oifigeil, ma bhios neach a' teacsadh agus a' dràibheadh aig an aon àm, tha an aire far an rathaid airson còig diogan slàn. Tha seo coltach ri bhith a' dràibheadh cho fada ri raon-cluiche ball-coise gun a bhith a' coimhead air an rathad! Nach eil seo dìreach eagalach! Tha seo coltach ri dràibheadh càr le ar sùilean dùinte. Tha cuid de dhràibhear an cur fhèin agus daoine eile ann an cunnart le bhith a' cur air falbh teacs nuair a tha iad a' dràibheadh.

Ach tha fònaichean-làimhe cuideachd feumail ma tha thu ann an suidheachadh èiginneach. 'S urrainn dhut cuideachadh iarraidh air dotair no neach-smàlaidh no am Poileas. Dh'fhaodadh seo

45 beatha chuideigin a shàbhaladh. Chan eil math dhuinn sin a dhìochuimhneachadh. Faodaidh tu cuideachd a chleachdadh airson stuthan a phàigheadh no airson na naidheachdan a leughadh. Tha seo air mòran ùine a shàbhaladh dhuinn an-diugh.

50 Am b' urrainn dhuinn a bhith beò às aonais fòn-làimhe? Am biodh cuimhne againn air co-là-breith ar caraidean mura biodh e nochdadh air an fhòn? Ciamar a bhiodh fios againn dè tha ar caraidean a' dèanamh? 'S dòcha gu bheil ar beatha nas beartaiche le fònaichean-làimhe, ach feumaidh sinn a bhith faiceallach nach eil sinn a' call sgilean-conaltraidh agus modh.

Questions	MARKS
Re-read lines 1–6.	
1. What does the writer say about current mobile phone use in society?	2
2. According to the writer how do people use mobile phones today?	3
Re-read lines 17–21.	
3. What did people expect from mobile phones at first?	2
4. How does the writer describe the pace of change in technology?	1
5. According to the writer, what do we expect from mobile phones today? State <b>two</b> expectations.	2
Re-read lines 22–24	
6. What does the writer describe as a “frightening thought”? Give a detailed answer.	3
Re-read lines 25–32. Mobile phone use has had an impact on people’s daily lives.	
7. Give examples of how mobile phones have affected social situations today.	4
Re-read lines 33–41.	
8. In what ways does the writer highlight the dangers of texting while driving? Give <b>three</b> examples.	3
Re-read lines 42–50.	
9. In what ways can mobile phones be useful? State <b>any three</b> .	3
Now consider the article as a whole.	
10. What is the writer’s overall purpose in writing about this subject? Justify your response with close reference to the points made and the language used.	7

SECTION 2 — TRANSLATION — 20 marks

11. Translate the underlined section into English: (lines 7–16)

“’S ann an 1985 . . . a tha cho daor ri fàinne òir.”

[END OF QUESTION PAPER]



National  
Qualifications  
2016

**X731/77/12**

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

THURSDAY, 19 MAY  
10:50 AM – 12:10 PM

**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 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 answer booklet provided. In the answer booklet you must clearly identify which question 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.



\* X 7 3 1 7 7 1 2 \*

## SECTION 1 — LISTENING — 30 MARKS

Attempt ALL questions

## Item 1

Listen to the radio broadcast about the Gaelic college, Sabhal Mòr Ostaig, and then answer, in English, the questions below.

- (a) What were the **two** main aims of Sabhal Mòr Ostaig in 1973? 2
- (b) The speaker goes on to mention the initial classes offered by the college.
- (i) Why was there a need to offer Gaelic classes? 1
- (ii) What other types of work continued in the college outside of the classroom? State **any two**. 2
- (c) What are we told about the college in 1983? 2
- (d) Sabhal Mòr Ostaig has started work on the next stage of development. What opportunities do these developments present for Sabhal Mòr Ostaig? 2
- (e) This listening text is about the Gaelic college. What is the speaker's overall purpose in talking about this subject? 1
- Choose from **one** of the following options:

1	To influence the listener on the benefits of Gaelic college education.
2	To persuade the listener to study at a college.
3	To inform the listener of the history and development of the college.

Write the correct number (1 or 2 or 3) in your answer booklet.

## Item 2

Listen to Iain interviewing Morag, who was one of the first students in Sabhal Mòr Ostaig, and then answer, **in English**, the questions below.

- |   |   |
|---|---|
| (a) Why did Morag decide to go to the college?  | 2 |
| (b) What did the college send to Morag?   | 1 |
| (c) State any <b>two</b> things that she remembers about her first day on the course?                     | 2 |
| (d) How did Morag feel about studying subjects through the medium of Gaelic?                              | 2 |
| (e) Morag felt she was part of a family in the college. Why was this?                                     | 2 |
| (f) Where did the students go as part of their course? State <b>three</b> areas.                          | 3 |
| (g) Why did the students visit people's homes?  | 2 |
| (h) In what <b>two</b> ways did the Sabhal Mòr Ostaig course help Morag in her career?                    | 2 |
| (i) In what ways has the success of the college benefitted the local area? State <b>any three</b> things. | 3 |
| (j) How does Morag feel about being one of the first students at the college?                             | 1 |

[Turn over

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 urrainn do dhuine na leughas e anns na pàipearan-naidheachd a chreidsinn an-diugh”.

**4. Learning**

“Feumaidh tu a dhol dhan oilthigh ma tha thu airson adhartas a dhèanamh anns an t-saoghal.”

**5. Employability**

“Bu chòir co-ionannachd a bhith ann eadar pàigheadh bhoireannaich agus pàigheadh fhireannaich airson an aon obair.”

**6. Culture**

“Às aonais ceòl traidiseanta, cha bhiodh na h-uiread ag ionnsachadh na Gàidhlig.”

[END OF QUESTION PAPER]





National  
Qualifications  
2016

**X731/77/22**

**Gaelic (Learners)  
Listening Transcript**

THURSDAY, 19 MAY  
10:50 AM – 12:10 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.



\* X 7 3 1 7 7 2 2 \*

**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 of Item Number One, 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**

Listen to the radio broadcast about the Gaelic college, Sabhal Mòr Ostaig, and then answer, in English, the questions below.

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

**(m/f)** Dh'fhosgail Sabhal Mòr Ostaig ann an naoi ceud deug seachdad 's a trì, ann an seann toglaichean tuathanais anns An Eilean Sgitheanach. B' e na prìomh amasan leabharlann Gàidhlig a chur air bhonn agus bha planaichean ann airson colaiste Ghàidhlig cuideachd, airson foghlam a thoirt do luchd-labhairt na Gàidhlig, anns a' chànan aca fhèin agus ann an coimhearsnachd dhùthchail.

Bha barrachd is barrachd luchd-ionnsachaidh a' togail ùidh anns a' chànan agus thòisich Sabhal Mòr Ostaig a' tabhann sgoiltean samhraidh is clasaichean oidhche sa Ghàidhlig agus a' cumail thachartasan sòisealta san sgìre. Aig an aon àm, lean an obair gus na toglaichean a chur air dòigh, airgead a thogail agus an leabharlann a leasachadh.

Ann an naoi ceud deug ochdad 's a trì, bha na toglaichean deiseil agus bha a' cholaiste fosgailte airson a' chiad chùrsa làn-ùine a thabhann. Bha cuspairean inntinneach bho chraoladh Gàidhlig gu teicneòlas fiosrachaidh am measg cuspairean a' chiad chùrsa. An-diugh, tha cùrsaichean àrd-ìre na Colaiste a' coimhead air iomadach cuspair a thuilleadh air na raointean cudromach sin, mar eisimpleir, ceòl, litreachas, na meadhanan, planadh cànanain agus leasachadh eaconamach. A bharrachd air sin, tha barrachd chothroman ann airson teagasg air astar le na leasachaidhean ùra ann an teicneòlas fiosrachaidh.

Tha àrainn na Colaiste air leudachadh gu mòr leis mar a tha àireamh nan oileanach agus pròiseactan ùra a' sìor fhàs. Gheibh thu a h-uile goireas riatanach ann an Àrainn Ostaig agus Àrainn Chaluim Chille; seòmraichean-teagaisg, seòmraichean-cadail, àite-bìdh, oifisean, stiùidio telebhisein, talla mòr, leabharlann agus ionad cùram-chloinne.

Tha Sabhal Mòr Ostaig air tòiseachadh air an ath cheum leasachaidh aca. Tha seo a' toirt cothrom dhaibh na toglaichean a leasachadh, baile ùr a thogail le taighean agus goireasan spòrs agus an t-àite aig Sabhal Mòr Ostaig ann an cridhe na coimhearsnachd a dhaingneachadh.

*(3 minutes)*

**(t) Item Number Two**

Listen to Iain interviewing Morag, who was one of the first students in Sabhal Mòr Ostaig, and then answer, in English, the questions below.

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

- (m) A Mhòraig, bha thusa am measg na ciad oileanaich a bh' aig an t-Sabhal Mhòr. Carson a thagh thu a dhol ann?
- (f) Tha cuimhn' am a bhith a-staigh am Barraigh agus ag obair as t-samhradh anns an taigh-òsta agus dh'fhòn fear thugam a dh'fhaighneachd am biodh ùidh agam anns a' chùrsa ùr seo aig Sabhal Mòr Ostaig. Cha robh mise air dad a chluinntinn mun cholaiste a tha seo agus bha dùil agam fhèin a dhol a Dhùn Èideann dhan cholaiste an toiseach ach dh'atharraich mi m' inntinn oir bha mo phiuthar a' fuireach air an eilean.
- (m) 'S an robh fiosrachadh sam bith agad air dè bhiodh tu a' dèanamh air a' chùrsa?
- (f) Cha robh mòran fiosrachaidh ri fhaighinn gun teagamh. Chuir iad bileagan thugam ag innse dè seòrsa cùrsa a bha gu bhith ann – cùrsa gnìomhachais agus na seòrsa cuspairean a bha an lùib sin. Bha mi teagmhach a h-uile cuspair a dhèanamh ann an Gàidhlig ge-tà oir cha robh sinne cleachdte ach a bhith a' dèanamh Gàidhlig fhèin mar chuspair anns an sgoil.
- (m) 'S a bheil cuimhne agad air a' chiad latha den chùrsa fhèin?
- (f) Tha mi a' smaointinn gun robh sinn uile car iomagaineach. Cha robh ann ach seachdnar againn. Bha sinn a' suidhe agus ag èisteachd ris na beachdan aig an luchd-teagaisg air dè seòrsa cùrsa a bha gu bhith ann agus na h-amasan a bh' aca air a' chùrsa. A thaobh feadhainn leithid eachdraidh, bha sin gu bhith furasta gu leòr ann an Gàidhlig ach feadhainn eile leithid cunntasachd agus margaidheachd, bha sinn mi-chinnteach mu dheidhinn iad sin.
- (m) An do dh'fhàs an cùrsa na b' fhasa mar a bha sibh a' dol air adhart?
- (f) Aidh, dh'fhàs e na b' fhasa. Dh'fhàs sinn cleachdte ris na diofar fhaclan ùra a bha iad a' toirt a-steach dhan chùrsa . . . agus bha an luchd-teagaisg fhèin ag ionnsachadh agus leis a sin bha sinn uile ag ionnsachadh còmhla.
- (m) Cò ris a bha e coltach dìreach seachdnar agaibh a bhith ann an colaiste leibh fhèin?
- (f) Uill bha mi fhèin à teaghlach gu math mòr 's bha mi cleachdte ri deagh chuid de dhaoine a bhith timcheall orm agus ann an dòigh bha e dìreach coltach ri sin. Bha a' mhòr chuid againn a' fuireach còmhla anns an aon taigh agus gu fortanach bha sinn mar bu trice a' faighinn air adhart.
- (m) An d' fhuair sibh cothroman siubhail mar phàirt den chùrsa?
- (f) Fhuair sinn tòrr chothroman a dhol gu diofar àitichean. Anns a' chiad bhliadhna chaidh sinn gu coimhearsnachd Gàidhlig ann an Èireann, a choimhead air na diofar ghnìomhachasan ann an sin. San dàrna bliadhna, chaidh sinn chun nan Eileanan Fàrach a choimhead air na mion-chànanan gu sònraichte. Cuideachd bha sinn a' faighinn gu diofar àitichean ag ionnsachadh mu eachdraidh an Eilean Sgitheanaich fhèin . . . agus gu taighean dhaoine aig an robh ùidh anns a' chànan agus ann am foghlam.
- (m) An do rinn thu feum den teisteanas a fhuair thu nuair a dh'fhàg thu?
- (f) Rinn gu dearbha. Tha mi a' smaointinn gun do rinn an Sabhal Mòr feum mhòr dhomh ann a bhith nas misneachail a thaobh mo Ghàidhlig agus anns an obair a th' agam an-dràsta, far a bheil mi a' teagasg ann an sgoil-àraich.

- (m) Ciamar a tha thu a' faireachdainn mun dòigh sa bheil an Sabhal Mòr a-nis air fàs cho mòr agus cho soirbheachail?
- (f) 'S e rud math a th' ann agus tha e air atharrachadh mòr a thoirt air an àite le bhith a' cruthachadh tòrr obraichean. Mura b' e Sabhal Mòr Ostaig, tha mi a' creidsinn nach biodh uiread de chloinn anns a' bhun-sgoil no uiread de ghoireasan againn. Cuideachd, tha iad a' dèanamh tòrr adhartais agus a' tarraing oileanaich bho air feadh an t-saoghail a-nis; rud nach b' àbhaist dhaibh oir bha e doirbh aig an toiseach daoine fhaighinn airson tighinn dhan eilean.
- (m) Ciamar a tha thu a' faireachdainn mu bhith mar aon de na ciad oileanaich a bha sa cholaiste seo a tha air cliù a chosnadh ann an saoghal na Gàidhlig?
- (f) Tha mi a' faireachdainn glè phròiseil mar aon de na ciad oileanaich aig Sabhal Mòr Ostaig. Dh'fhaodadh e a bhith air a dhol buileach ceàrr ach gu fortanach cha deach agus shoirbhich e.
- (t) **End of Recording.**

[END OF TRANSCRIPT]

#### ACKNOWLEDGEMENTS

Item Number One – Radio broadcast mock-up is adapted from information taken from the History section of [www.smo.uhi.ac.uk](http://www.smo.uhi.ac.uk).

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