

FOR OFFICIAL USE

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X232/701

NATIONAL
QUALIFICATIONS
2009

WEDNESDAY, 3 JUNE
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 three.

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).



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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 2 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 10 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 2 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.

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

[Turn over

SECTION A: Listening**Time: 40 minutes****Sláinte***Marks*

The following questions are based on excerpts from an article on the subject of health. Listen carefully to the passage and answer, in English, the questions which follow.

Part 1

1. What belief does the author express in her opening statement?

3

2. What examples does she give of diseases which she claims are becoming more common?

2

3. According to the author, how common are these diseases now?

2

4. Where do most people read about diseases?

2

5. What, frequently, is the subject of these articles?

3

6. What else do we hear about from time to time?

1

7. How can MRSA sometimes affect people?

3

8. How has news of this disease affected people's attitude to hospitals?

2

9. What is said about more and more patients being released from hospitals?

2

10. What, according to the writer, is responsible for the increase of diseases?

1

11. What observation was once made by the older generation?

2

Part 2

12. What do children in primary schools learn about healthy living?

3

13. What do too many children do when their school day is over?

2

[Turn over

14. Why do many children eat convenience foods in the evenings?

4

15. What do doctors forecast unless habits change?

4

16. Detail the item of good news at the end of this article.

4

(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
Total	160

X232/702

NATIONAL
QUALIFICATIONS
2009

WEDNESDAY, 3 JUNE
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 test. 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.
2. At the start of the test, say to the candidates:
 - (a) 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.**
 - (b) You now 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 approximately 2 minutes 30 seconds to do 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 a further two minutes to study the questions.

[TWO-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 ten minutes to write your answers.

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

8. At the end of the ten 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 approximately 2 minutes 30 seconds to do the reading. Do not use explanatory gestures.

[FIRST READING OF PART TWO OF THE PASSAGE]

10. Say to the candidates:

You have a further two minutes to study the questions.

[TWO-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 the parts before and taking the same amount of time as you took for both parts earlier.

[READING OF THE ENTIRE PASSAGE]

14. You should leave the room at the end of the examination. You must not take with you a copy of any printed material.

[Turn over]

SECTION A LISTENING—PASSAGE

Slàinte

Part 1

Tha mise a' creidsinn gu bheil barrachd ùidh an-diugh aig daoine ann an slàinte na bh' aca riamh roimhe. Is e a' chiad adhbhar gu bheil cus de thinneasan nas cumanta an-diugh na b' àbhaist dhaibh a bhith, tinneasan leithid aillse agus tinneas a' chridhe. Is aithne dhuinn uile cuideigin air a bheil a h-aon seach aon de na tinneasan sin. Ma thogas tu pàipear-naidheachd no, gu h-àraid, iris bhoireannach, faodaidh tu a bhith cinnteach gum bi artaigil ann mu thinneas. Gu tric, bidh iad ag innse sgeulachdan mu mhàthair òg air an tàinig tinneas.

Tha sinn cuideachd, bho àm gu àm, a' cluinntinn mu thinneasan ùra. Tha MRSA a' sìor fhàs pailt anns na h-ospadail agus ma ghlacas duine e faodaidh am *bacteria* tòiseachadh air feòil an duine sin ithe. Bha eagal riamh air daoine a dhol a-steach do dh'ospadal ach tha eagal nas motha air mòran an-diugh an dèidh cluinntinn mun tinneas seo. Tha iad ag ràdh gu bheil barrachd is barrachd dhaoine an-diugh a' tighinn a-mach à ospadail le tinneas nach robh idir orra a' dol a-steach.

Carson a tha tinneasan nas pailte agus carson a tha tinneasan ùra a' nochdadh? Tha mi fhìn cinnteach gu bheil ceangal eadar tinneasan agus stuthan ceimiceach a tha iad a' cur don bhiadh againn. Tha cuimhne agam cuideachd air seann daoine a bhiodh ag ràdh nach robh tinneasan cho pailt gus an do thòisich daoine air biadh reòta ithe. Tha na beachdan cho pailt ris na tinneasan agus chan eil fios cò tha ceart no ceàrr.

[END OF PART 1]

Part 2

Tha clann a' faighinn mòran fiosrachaidh mu shlàinte. Anns a' bhun-sgoil tha iad ag ionnsachadh nach eil siùcar, salann is saill math dhut, agus a' cluinntinn gum feum thu a bhith ag eacarsaich airson a bhith fallain. Tha am fiosrachadh aca, ach dè bhios iad a' dèanamh?

Gu mì-fhortanach, bidh cus a' dol dìreach dhachaigh às an sgoil agus a' suidhe le deoch mhilis aig an telebhisean no aig a' choimpiutair. Gheibh iad biadh goireasach a-mach à pacaid – biadh anns a bheil cus de na rudan nach eil math dhaibh. Tha tòrr mhàthraichean ag obair bho naoi gu còig agus tha iad ro sgìth agus cuideachd chan eil tìde aca airson dinnear dhòigheil a dheasachadh.

Ma chumas an cleachdadh seo a' dol, tha dotairean ag ràdh gum bi còrr is leth den chloinn ann am Breatann, ann an ceann deich bliadhna, fada ro reamhar.

Ach thàinig naidheachd mhath a-mach bho chionn ghoirid. Bho chaidh smocadh a thoirmeasg ann an àiteachan poblach tha an àireamh de dhaoine a tha a' fàs tinn le tinneas a' chridhe, gach bliadhna, air a dhol sìos. Nach eil sin math!

[END OF PART 2]

[END OF PASSAGE]

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X232/703

NATIONAL
QUALIFICATIONS
2009

WEDNESDAY, 3 JUNE
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

Town

Forename(s)

Surname

Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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.



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

B' ann do Nirribhidh a bha dùil agam fhìn is Calum a dhol an toiseach oir bha sinn air mòran ionnsachadh mun dùthaich sin ann an cruinn-eòlas anns an sgoil. Bha am faradh saor gun teagamh ach, a' rannsachadh air an eadar-lìon, dh'ionnsaich sinn gun robh a h-uile càil san dùthaich sin fada ro dhaor.

Smaoinich Calum an uair sin air a' Phòlainn oir bha e eòlach air oileanaich às an dùthaich sin a bha ag obair aig companaidh èisg shìos aig a' chidhe. An dèidh beagan deasbaid dh'aontaich sinn a dhol an sin agus thagh sinn baile Wroclaw seach gun robh plèan a' dol dìreach ann bho Ghlaschu.

An uair a ràinig sinn, chuir e iongnadh oirnn cho beag 's a bha am port-adhair. Fhuair sinn tagsaidh chun an taigh-òsta mu leth mhìle bho mheadhan a' bhaile.

Is e Wroclaw an ceathramh baile as motha anns a' Phòlainn agus tha faisg air trì chairteal a' mhillein a' fuireach ann. Tha e suidhichte ann an iar-dheas na dùthcha. Tha am baile glè annasach oir tha e air a thogail air dà eilean dheug ann an abhainn. Tuigidh tu nach coisich thu fada gun tighinn gu drochaid.

Tha eachdraidh mhòr aig Wroclaw. Aig àm an dàrna cogaidh rinn na Gearmailtich gearastan làidir dheth agus chaidh triùir às gach deichnear de na bha a' fuireach sa bhaile a mharbhadh, a' sabaid an aghaidh nan Ruiseanach. Chaidh seachdadh às a' cheud den bhaile a leagail gu talamh le bomaichean. Aithnichidh tu na sgìrean sin an-diugh oir chaidh an togail a-rithist le concait agus breigichean dearga.

Tha a' cheàrnag ann am meadhan a' bhaile làn de thaighean-bìdh agus de chlubaichean-oidhche. Tha na clubaichean fosgailte gu còig sa mhadainn agus is beag an t-iongnadh nach biodh sinn ag èirigh gu meadhan-latha!

Chuir sinn seachad na feasgair a' coiseachd timcheall a' bhaile. Bhiomaid a' suidhe ann am pàircean àlainn, sìtheil air bruaichean nan aibhnichean airson anail a leigeil. Bho àm gu àm bhiomaid a' stad airson èisteachd ri còmhlain-ciùil traidiseanta a' cluich air na sràidean.

Dimàirt, ghabh sinn cuairt ann an caraids bheag air a slaodadh le each agus làrna-mhàireach chaidh sinn air bàta a bha a' seòladh anns an abhainn. Lathaichean eile bha sinn a' dol air na tramaichean a tha a' ruith tron bhaile agus a-mach gu bailtean beaga air an dùthaich.

Bha an t-sìde na bu teotha na bha dùil againn a bhitheadh i. Ach a h-uile latha mu uair feasgar thigeadh sgòthan dubha air an adhar agus airson leth-uair bhiodh uisge trom, dealanaich is tàirneanaich ann.

Saoilidh cuid seo neònach ach cha robh sinn a' caoidh airson mionaid nach robh sinn faisg air a' mhuir no faisg air tràigh. Àite brèagha, daoine laghach, cafaidhean is clubaichean gu leòr agus a h-uile càil uabhasach saor. Chan iarradh duine na b' fheàrr agus, gu cinnteach, bidh sinn a' tilleadh ann a dh' aithghearr.

QUESTIONS

1. Name an advantage **and** a disadvantage of going to Norway on holiday.

2

2. What were the Polish students doing in the writer's village?

1

3. What surprised them when they arrived in Poland?

1

4. What are we told about Wroclaw's size and population?

3

5. Where, in Poland, is it situated?

1

6. What is unusual about this city?

3

7. What impact did the war have on the city's population?

3

[Turn over]

8. How can one recognise the areas of the city that were most affected during the war?

2

9. What **two** amenities are plentiful in the city centre?

2

10. Why were the writer and his friend so late getting up in the mornings?

2

11. How did they spend the afternoons?

1

12. Describe the places where they sat to have a rest.

4

13. What did they do on Tuesday and Wednesday?

4

14. What are we told about the trams?

3

15. What surprised them about the weather?

1

16. What was the weather like at about 1 o'clock each afternoon?

3

17. When do they intend to return to Poland?

1

18. Of what genre of writing is this an example **and** for what purpose do you think it was written?

3

(40)

[END OF SECTION B(i): READING]

[Turn over

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. Tha daoine òga ro leisg. Is toil leotha a bhith gun obair. (40)
2. Cha bhi a' Ghàidhlig beò ma bhios daoine òga air a' Ghàidhealtachd a' dol do na bailtean mòra airson obair fhaighinn. (40)

Biadh agus Slàinte/Food and Health

3. Bu chòir don riaghaltas stad a chur air biadh anns a bheil stuthan ceimiceach nach eil math dhuinn. (40)
4. Chan eil e furasta a bhith fallain ma tha thu a' fuireach anns a' bhaile mhòr. (40)

Na Meadhanan/Media

5. Chan eil clann òga ag ionnsachadh dad ach rudan dona a' coimhead an telebhisein. (40)
6. Tha gu leòr de phrògraman Gàidhlig air an telebhisean. (40)

Gnothaichean Coitcheann/General Issues

7. Is e call mòr a bhios ann ma bhàsaicheas a' Ghàidhlig. (40)
8. Ann an coimhearsnachdan Gàidhlig, bu chòir Gàidhlig a bhith aig a h-uile tidsear anns an sgoiltean. (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. Write about your favourite short story.
Comment on the subject matter, writing style and techniques, the author's success in achieving the intended outcome and the effect the story had on you. (40)
2. Give a brief account of **two** Gaelic poems which appealed to you.
Referring to vocabulary, poetic technique and imagery show why one of the poems appealed to you more than the other. (40)
3. Who is your favourite Gaelic author?
Write about **two** pieces of his/her work and explain why you would choose them as good examples of the author's talent, style and technique. (40)
4. Write a brief account of a Gaelic novel and explain why you enjoyed **or** did not enjoy reading it. (40)
5. Write an appreciation of a poem **and** a short story which deal with a common theme. Show why you think one of these forms of writing is better suited than the other for impact and emotion. (40)
6. Give an account of why you enjoyed studying a theme through literature, and, by discussing **two** pieces of his/her work, show why you believe an author of your choice to be particularly talented and skilful in dealing with that theme. (40)
7. "The greatest poetry springs from personal traumatic experience, both sweet and bitter."
Give an appreciation of a poem which you believe confirms the truth of this statement. (40)
8. Write a critical appreciation of a Gaelic play **or** film you enjoyed watching.
Refer to techniques and effects employed by the writer and/or the director to enhance the play's impact and appeal. (40)

[END OF SECTION B(iii): LITERATURE]

[END OF QUESTION PAPER]

MARKER'S GRID

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