

FOR OFFICIAL USE



National
Qualifications
SPECIMEN ONLY

Mark

SQ17/N5/01

**Gaelic (Learners)
Reading and Writing**

Date — Not applicable

Duration — 1 hour and 30 minutes



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 — 50

SECTION 1 — READING — 30 marks

Read all THREE texts and attempt ALL questions.

SECTION 2 — WRITING — 20 marks

Write your answer in the space provided on Pages nine and ten.

When you are told to do so, open your paper and write your answers clearly, in English, in the spaces provided.

Use blue or black ink.

You may use a Gaelic dictionary.

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.

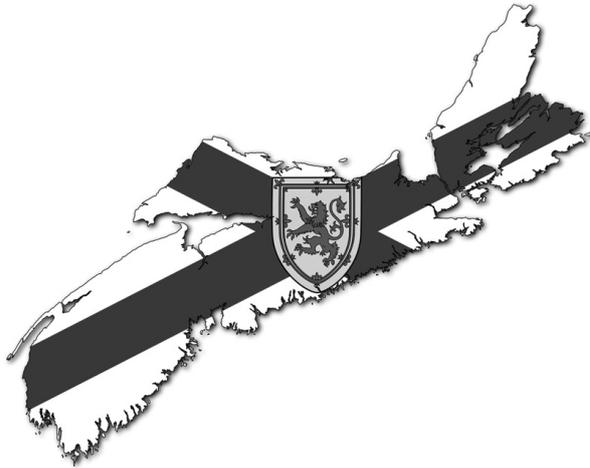


SECTION 1 — READING — 30 marks

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Text 1

You read a student's blog about a trip to Nova Scotia in Canada.



Chaidh an clas againn a dh'Alba Nuadh anns an dàrna seachdain san Ògmhios an-uiridh. 'S e eilean uabhasach bòidheach a th' ann.

Dh'fhuirich sinn còmhla ri teaghlaichean a bha fileanta anns a' Ghàidhlig. Choinnich sinn ri oileanaich ann an colaiste ann am Mabou, ann an ceann a tuath an eilein faisg air a' mhuir. Tha e annasach gu bheil clasaichean a' tòiseachadh tòrr nas tràithe ann an Canada agus chan fheum na sgoilearan aodach-sgoile a chur orra.

'S urrainn dhuinn a-nis bruidhinn ri chèile air an eadar-lìon. Tha seo math oir tha e nas saoire na am fòn.

Tha Gàidhlig làidir ann an Alba Nuadh agus tha sanasan-rathaid ann an Gàidhlig cuideachd. Chaidh mòran dhaoine às na h-eileanan agus a' Ghàidhealtachd a Chanada grunn bhliadhnachan air ais oir chaill iad an dachaigh ann an Alba agus bha iad a' smaoinichadh gu robh obraichean ann an Canada.

Air an treas latha, chaidh sinn gu taigh-tasgaidh a bha fichead mionaid air falbh anns a' bhus. Chunnaic sinn taisbeanadh. Bha mi brònach mu dheidhinn cho doirbh 's a bha dòigh-beatha nan daoine. Bha mi pròiseil cuideachd oir bha na h-Albannaich soirbheachail ann an Canada a dh'aindeoin seo.

Questions

(a) When did his class go to Nova Scotia?

1

(b) The students visited Mabou in the north of Nova Scotia. What else does he tell us about where Mabou is?

1



Text 1 Questions (continued)

MARKS

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- (c) What was different about school life in Canada? Tick **two** correct boxes. **2**

They do not wear school uniforms.	
Classes finish much later than in Scotland.	
Classes start earlier than in Scotland.	
There was no canteen in that school.	

- (d) According to the text, what is good about keeping in touch on the internet? **1**

- (e) Why did lots of people from Scotland go to Canada in the past? **2**

- (f) They visited a museum.
(i) Where exactly was it? **1**

- (ii) Why did the writer feel both sad and proud when he saw an exhibition? Complete the sentences. **2**

He felt sad about _____.

He felt proud because _____.

Total marks **10**



* S Q 1 7 N 5 0 1 0 3 *

Text 2

You read an article about learning Gaelic in Nova Scotia.

A-rèir aithisg, tha an àireamh a tha a' bruidhinn Gàidhlig ann an Alba Nuadh an-diugh a' dol suas. Tha ùidh mhòr aig daoine anns a' Ghàidhlig oir tha measgachadh de leasain ann. Tha an Riaghaltas ann an Canada ag iarraidh tuilleadh luchd-teagaisg Ghàidhlig anns na bun-sgoiltean agus na h-àrd-sgoiltean. An-dràsta, tha Gàidhlig air a teagasg ann an sia sgoiltean ann an Alba Nuadh.



Tha tòrr rudan ann airson luchd-ionnsachaidh a chuideachadh, mar eisimpleir, irisean dà-chànanach. 'S urrainn do dh'inbhich agus do dheugairean clasaichean oidhche a ghabhail cuideachd. Gu math tric, 's e daoine a tha ag obair ann an turasachd agus daoine aig a bheil ceangal ri Alba a bhios a' gabhail chlasaichean. Tha na clasaichean mar seo ann an tòrr tallaichean baile air feadh na sgìre.

Tha cùrsaichean feumail air-loidhne cuideachd. 'S urrainn do dhaoine an seanail telebhisein Gàidhlig fhaicinn agus chì iad na prògraman air an eadar-lìon airson seachdain.

A h-uile bliadhna thèid oileanaich à Alba Nuadh dhan Eilean Sgitheanach airson cola-deug. 'S urrainn dhaibh a dhol a shreap nam beann agus 's urrainn dhaibh cuideachd a dhol air bàta a-null gu na h-eileanan eile.

Questions

- (a) What does a recent report say about the number of Gaelic speakers in Nova Scotia? 1

- (b) People in Nova Scotia are interested in Gaelic. Why is this, according to the text? Complete the sentence. 1

There are _____ available.

- (c) What does the Canadian government want? Mention **two** things. 2



Text 2 Questions (continued)

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(d) Which publications can help learners of Gaelic?

1

(e) Night classes are also now available.

(i) What **two** groups of people might take these classes?

2

(ii) Where do these often take place?

1

(f) The University of Nova Scotia organises an annual trip for students to Skye. What activities do they do while they are there? Mention **two** things.

2

Total marks 10



Text 3

Donald was a student on the trip to Nova Scotia. He writes about a ceilidh he went to while he was there.

Tha ùidh mhòr aig na daoine ann an ceòl traidiseanta ann an Alba Nuadh. Chaidh sinn gu cèilidh ann an talla coimhearsnachd air an dàrna oidhche. Bha an talla làn – bha còrr is ceud duine ann. Thòisich an cèilidh aig leth-uair an dèidh seachd agus bha na tiogaidean an-asgaidh. Chunnaic sinn còmhlan-ciùil le còignear dheugairean agus bha fear de na gillean uabhasach math air an fhidheall a chluich. 'S urrainn dhomh an fhìdeag a chluich agus bha mi ga cluich air an àrd-ùrlar.



Tha cultar na h-Alba uabhasach cudromach ann an Alba Nuadh. Tha *Oifis Iomairtean na Gàidhlig* a' feuchainn ri Gàidhlig a chumail beò ann an Alba Nuadh. Bidh fèisean ann tric, bidh co-fharpais seinn ann a h-uile bliadhna agus bidh iad a' tadhail air sgoiltean.

Tha naoinear ag obair anns an oifis. Bhruidhinn mi ri Ealasaid NicAonghais. 'S e rùnaire a th' innte agus tha i uabhasach trang. Bidh i a' cur fiosrachadh mu thachartasan Gàidhlig air an làrach-lìn aca. Bidh i a' cur fàilte air luchd-turais a bhios a' tighinn a-staigh a h-uile latha. Is fìor thoigh le Ealasaid a bhith a' dol a dh'Alba air saor-làithean oir b' ann à Ìle a bha a seanair.

Questions

- (a) How many people were at the ceilidh? 1

- (b) Donald mentions one performance he saw. Give **two** details about the performers. 2

- (c) What was Donald's contribution to the ceilidh? 1



Text 3 Questions (continued)

MARKS

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- (d) What does the *Office of Gaelic Affairs* do to promote the language? Mention any **two** things.

2

- (e) What does Elizabeth MacInnes do at the *Office*?

2

- (f) Why does she like to go to Scotland on holiday?

1

- (g) What is the main topic of the article? Tick the correct box.

1

Gaelic culture is important in Nova Scotia.	
Compared to Scotland, Gaelic culture is stronger in Nova Scotia.	
Young people in Nova Scotia are not interested in Gaelic culture.	

Total marks 10



* S Q 1 7 N 5 0 1 0 7 *

SECTION 2 — WRITING — 20 marks

You are preparing an application for the job advertised below and you write an e-mail in Gaelic to the hotel.

Taigh-òsta an Eilein

Tha sinn a' lorg neach-frithealaidh a thig a dh'obair ann an *Taigh-òsta an Eilein* anns an Eilean Sgitheanach. Feumaidh eòlas a bhith agad air Gàidhlig agus feumaidh tu a bhith math air obair còmhla ri daoine.

Airson tuilleadh fiosrachaidh no airson do chunntas-beatha a chur thugainn, cuir fios gu fios@taighosta-aneilein.com.

To help you to write your e-mail, you have been given the following checklist of information to give about yourself and to ask about the job.

You must include all of these points:

- Personal details (name, age, where you live)
- School/college/education experience until now
- Skills/interests you have which make you right for the job
- Related work experience
- What your people skills are like
- Your skills and knowledge of Gaelic

Use all of the above to help you write the e-mail in Gaelic. The e-mail should be approximately 120–150 words. You may use a Gaelic dictionary.



ANSWER SPACE FOR SECTION 2

MARKS

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* S Q 1 7 N 5 0 1 0 9 *

ANSWER SPACE FOR SECTION 2 (continued)

MARKS

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[END OF SPECIMEN QUESTION PAPER]



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**Gaelic (Learners)
Reading and Writing**

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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Part One: General Marking Principles for National 5 Gaelic (Learners) Reading

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 specific Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions.
- (d) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Part Two: Marking Instructions: Section 1 — Reading

Text 1

Question			Expected response	Max mark	Additional guidance
1	a		<ul style="list-style-type: none"> • Second week in June (last year) 	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
1	b		<ul style="list-style-type: none"> • Near the sea 	1	
1	c		<ul style="list-style-type: none"> • They did not wear school uniforms • Classes started earlier than in Scotland 	2	
1	d		<ul style="list-style-type: none"> • Cheaper than phoning 	1	
1	e		<ul style="list-style-type: none"> • Lost their homes (in Scotland) • There were jobs in Canada 	2	
1	f	i	<ul style="list-style-type: none"> • Twenty minutes away on the bus 	1	
1	f	ii	<ul style="list-style-type: none"> • How hard people's lives were • Scots were successful <u>despite this</u>/were <u>nevertheless</u> successful 	2	

Text 2

Question			Expected response	Max mark	Additional guidance
2	a		<ul style="list-style-type: none"> • They are increasing 	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
2	b		<ul style="list-style-type: none"> • Variety of lessons 	1	
2	c		<ul style="list-style-type: none"> • More Gaelic teachers • In primary <u>and</u> secondary schools 	2	
2	d		<ul style="list-style-type: none"> • Bilingual magazines 	1	
2	e	i	<ul style="list-style-type: none"> • People in tourism • People with Gaelic-speaking ancestors 	2	
2	e	ii	<ul style="list-style-type: none"> • In village halls (across the province) 	1	
2	f		<ul style="list-style-type: none"> • Go climbing • Take boat to/visit (other) islands 	2	

Text 3

Question		Expected response	Max mark	Additional guidance
3	a	<ul style="list-style-type: none"> • <u>More than</u> 100 people 	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
3	b	<ul style="list-style-type: none"> • A music group of five teenagers • One (of whom was a boy) played the fiddle incredibly/ really well 	2	
3	c	<ul style="list-style-type: none"> • He played/was asked to play his tin whistle (on the stage) 	1	
3	d	<ul style="list-style-type: none"> • They regularly organise festivals • They stage a Gaelic song competition every year • They visit schools <p><i>One mark each for any two of the above points</i></p>	2	
3	e	<ul style="list-style-type: none"> • Puts information (about events) on the website • Welcomes tourists 	2	
3	f	<ul style="list-style-type: none"> • Grandfather was from Islay • Goes on holiday/has holidays in Islay <p><i>One mark for any one of the above points</i></p>	1	
3	g	<ul style="list-style-type: none"> • Gaelic culture is important in Nova Scotia 	1	

Part Three: General Marking Principles for National 5 Gaelic (Learners) Writing

Task: E-mail application for a job in this country or abroad, including information specified in six bullet points.

Assessment process:

Candidates will write a piece of extended writing in the modern language by addressing six bullet points. These bullet points will follow on from a job-related scenario. The bullet points will cover the four contexts of society, learning, employability and culture to allow candidates to use and adapt learned material. The first four bullet points will be the same each year and the last two will change to suit the scenario. Candidates need to address these ‘unpredictable bullet points’ in detail to access the full range of marks.

With reference to *Content*, *Accuracy* and *Language resource*, assess the overall quality of the candidate’s response and allocate it to a pegged mark. It is important to assess how candidates have addressed bullet points and detail in relation to this as highlighted in bold in *Content*.

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Very good	20	<p>The job advert has been addressed in a full and balanced way. The candidate uses detailed language.</p> <p>The candidate addresses the advert completely and competently, including information in response to both unpredictable bullet points.</p> <p>A range of verbs/ verb forms, tenses and constructions is used.</p> <p>Overall this comes over as a competent, well thought-out and serious application for the job.</p>	<p>The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors.</p> <p>Where the candidate attempts to use language more appropriate to Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</p>	<p>The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</p> <p>Some modal verbs and infinitives may be used.</p> <p>There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order. There may be a range of tenses.</p> <p>The candidate uses co-ordinating conjunctions and/or subordinate clauses where appropriate.</p> <p>The language of the e-mail flows well.</p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Good	16	<p>The job advert has been addressed competently.</p> <p>There is less evidence of detailed language.</p> <p>The candidate uses a reasonable range of verbs/verb forms.</p> <p>Overall, the candidate has produced a genuine, reasonably accurate attempt at applying for the specific job, even though he/she may not address one of the unpredictable bullet points.</p>	<p>The candidate handles a range of verbs fairly accurately.</p> <p>There are some errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where appropriate.</p> <p>Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</p> <p>There may be one or two examples of inaccurate dictionary use, especially in the unpredictable bullet points.</p>	<p>There may be repetition of verbs.</p> <p>There may be examples of listing, in particular when referring to school/college experience, without further amplification.</p> <p>There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</p> <p>The candidate keeps to more basic vocabulary, particularly in response to either or both unpredictable bullet points.</p>
Satisfactory	12	<p>The job advert has been addressed fairly competently.</p> <p>The candidate makes limited use of detailed language.</p> <p>The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like, I go, I play.</i></p>	<p>The verbs are generally correct, but may be repetitive.</p> <p>There are quite a few errors in other parts of speech – gender of nouns, cases, singular/ plural confusion, for instance.</p> <p>Prepositions may be missing, eg <i>I go the town.</i></p>	<p>The candidate copes with the first and third person of a few verbs, where appropriate.</p> <p>A limited range of verbs is used.</p> <p>Sentences are basic and mainly brief.</p> <p>There is minimal use of adjectives, probably mainly after <i>is</i> eg <i>Chemistry is interesting.</i></p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
		<p>The candidate copes fairly well with areas of personal details, education, skills, interests and work experience but does not deal fully with the two unpredictable bullet points and indeed may not address either or both of the unpredictable bullet points.</p> <p>On balance however the candidate has produced a satisfactory job application in the specific language.</p>	Overall, there is more correct than incorrect.	<p>The candidate has a weak knowledge of plurals.</p> <p>There may be several spelling errors, eg reversal of vowel combinations.</p>
Unsatisfactory	8	<p>The job advert has been addressed in an uneven manner and/or with insufficient use of detailed language.</p> <p>The language is repetitive, eg <i>I like, I go, I play</i> may feature several times.</p> <p>There may be little difference between Satisfactory and Unsatisfactory.</p> <p>Either or both of the unpredictable bullet points may not have been addressed.</p> <p>There may be one sentence which is not intelligible to a sympathetic native speaker.</p>	<p>Ability to form tenses is inconsistent.</p> <p>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion, for instance.</p> <p>Several errors are serious, perhaps showing mother tongue interference.</p> <p>The detail in the unpredictable bullet points may be very weak.</p> <p>Overall, there is more incorrect than correct.</p>	<p>The candidate copes mainly only with the personal language required in bullet points 1 and 2.</p> <p>The verbs “is” and “study” may also be used correctly.</p> <p>Sentences are basic.</p> <p>An English word may appear in the writing.</p> <p>There may be an example of serious dictionary misuse.</p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Poor	4	<p>The candidate has had considerable difficulty in addressing the job advert. There is little evidence of the use of detailed language.</p> <p>Three or four sentences may not be understood by a sympathetic native speaker.</p> <p>Either or both of the unpredictable bullet points may not have been addressed.</p>	<p>Many of the verbs are incorrect.</p> <p>There are many errors in other parts of speech — personal pronouns, gender of nouns, cases, singular/ plural confusion, prepositions, for instance.</p> <p>The language is probably inaccurate throughout the writing.</p>	<p>The candidate cannot cope with more than one or two basic verbs.</p> <p>The candidate displays almost no knowledge of the present tense of verbs.</p> <p>Verbs used more than once may be written differently on each occasion.</p> <p>Sentences are very short.</p> <p>The candidate has a very limited vocabulary.</p> <p>Several English words may appear in the writing.</p> <p>There are examples of serious dictionary misuse.</p>
Very poor	0	<p>The candidate is unable to address the job advert.</p> <p>The two unpredictable bullet points may not have been addressed.</p> <p>Very little is intelligible to a sympathetic native speaker.</p>	<p>Virtually nothing is correct.</p>	<p>The candidate may only cope with the verbs <i>to have</i> and <i>to be</i>.</p> <p>Very few words are written correctly in the modern language.</p> <p>English words are used.</p> <p>There may be several examples of mother tongue interference.</p> <p>There may be several examples of serious dictionary misuse.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]