



National
Qualifications
SPECIMEN ONLY

SQ18/H/01

**Gaelic (Learners)
Reading and Directed Writing**

Date — Not applicable

Duration — 1 hour and 40 minutes

Total marks — 40

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 — DIRECTED WRITING — 10 marks

Choose ONE scenario and write your answer clearly, in **Gaelic**, in the answer booklet provided. In the answer booklet you must clearly identify the scenario 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



* S Q 1 8 H 0 1 *

SECTION 1 — READING — 30 marks

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

The article discusses the work of the police in Scotland.

Deiseil agus deònach?

Is iad Poilis Alba an dàrna feachd as motha ann am Breatainn às dèidh poilis Lunnainn, is iad a' frithealadh 28,168m², le còrr is seachd mìle deug oifigear ag obair dhaibh. 'S e prìomh amasan Poilis Alba smachd a chumail air lagh agus òrdugh ann an Alba agus sàbhailteachd dhaoine, àiteachan agus choimhearsnachdan a leasachadh.

- 5 Gu h-eachdraidheil, b' e beachd a' mhòr-shluaigh gur e obair ionmholtach a bh' ann an obair poilis, ach an-diugh, chan eil an aon mheas agus urram air an dreuchd. Ri linn seo, tha Riaghaltas na h-Alba a' feuchainn ri ìomhaigh is inbhe nam poileas a thogail, gus barrachd òigridh a thàladh gu obair poilis.

- 10 Tha Iain Buchanan, oifigear fastaidh Poilis Alba, den bheachd gu bheil na buannachdan follaiseach: "Tha toileachadh àraidh an lùib a bhith ag obair nad oifigear poilis. Tha an tuarastal math, tha cothroman ann do dhreuchd a leasachadh agus adhartachadh, tha an sgeama peinnein math dha-rìribh agus tha roghainn fharsaing ann de àiteachan-obrach."

- 15 Tha cothroman ann obair a dhèanamh thall thairis cuideachd. Mar eisimpleir, tha seirbheis nam poileas ann an Alba a' cuideachadh phoilis ann an Abu Dhabi gu bhith a' cruthachadh teisteanais ùir ann a bhith a' rannsachadh eucoir. Tha rannsachadh air sealltainn gu bheil neach ann an Alba a dheich uiread nas buailtiche a bhith a' fulang air sgàth eucoir na tha neach ann an Abu Dhabi. Ach leis gu bheil eaconamaidh agus sluagh na stàit a' dol am meud, tha eagal ann nach mair seo. Tha na h-ùghdarrasan a' feuchainn ri bhith air ceann na h-iomairt gus eucoir a lùghdachadh, earbsachd a' mhòr-shluaigh a mheudachadh agus daoine a chumail sàbhailte.

- 20 'S e àite gu tur eadar-dhealaichte bho Abu Dhabi a th' ann an Alba - agus chan ann dìreach seach gu bheil a' ghrian a' deàrrsadh o mhoich gu dubh, o cheann gu ceann na bliadhna. Chan ann a' dol am meud, ach a' crìonadh a tha eaconamaidh na dùthcha seo, agus tha buaidh aig sin air na cothroman a tha ann do dh'òigridh. O chionn beagan bhliadhnaichean tha e air sìor fhàs doirbh obair thèarainte a lorg, agus nas doirbhe buileach àite fhaighinn san oilthigh.

- 25 Ach obair poilis? "Chan eil teisteanasan foirmeil a dhìth!", tha Iain Buchanan ag ràdh. Chan eil sin a' ciallachadh gur e gnothach furasta a th' ann àite fhaighinn air a' chùrsa. Tha e riatanach gu bheil sàr sgilean conaltraidh aig tagraichean agus feumaidh iad a bhith soirbheachail ann an iomadh deuchainn-inntrigidh, a leithid cànan, àireamhachd, làimhseachadh fiosrachaidh agus fallaineachd. A thaobh fallaineachd, thuirt Emma Nic a' Phearsain, tè òg a tha a' tighinn gu crìoch na ciad bliadhna trànaidh aice, "Bha agam ri mìle gu leth a ruith ann an ceithir mionaidean deug aig a' char a b' fhaide. Cha robh mi riamh uabhasach math air spòrs no air ruith nuair a bha mi san sgoil agus 's e fìor dhùbhlann a bha sin dhomh, ach rinn mi mo dhìcheall agus rinn mi a' chùis air, ach air èiginn!"

- 35 A-rèir Iain Bhochanain, "Ged nach eil teisteanasan foirmeil a dhìth, tha sgilean pearsanta sònraichte ann a tha riatanach anns an obair. A bharrachd air deagh shlàinte bodhaige agus inntinne a bhith agad, feumaidh tu a bhith math air dèiligeadh ri daoine a tha ann an cruadal, agus air co-dhùnaidhean a ruighinn gu luath aig àm èiginn."

- 40 Bidh oifigear-poilis a' tuigsinn gum bi e tric ann an suidheachadh cunnartach no duilich, mar eisimpleir a bhith a' rannsachadh thubaistean rathaid no murt. A h-uile latha tha cunnart ann gun tèid an leòn, ach 's e obair shònraichte a tha ann, le mòran bhuannachdan, agus tha cothroman matha ann airson adhartas a dhèanamh.

A rèir Emma, "Gun teagamh sam bith, 's e obair chruaidh a tha ann, ach mholainn obair poilis do dhuine sam bith."

Questions

MARKS

Re-read lines 1–12

1. According to the writer, what view did the public have of a police officer? State **one** thing. 1
2. John Buchanan believes that there are benefits to being a police officer. Apart from the basic salary, what other benefits does he mention? State any **three** things. 3

Re-read lines 13–25

3. The writer goes on to mention Abu Dhabi
 - (a) In what way is Police Scotland helping the police in Abu Dhabi? State **one** thing. 1
 - (b) What statistic shows that crime is more of a problem in Scotland than in Abu Dhabi? State **one** thing. 1
 - (c) What could threaten this low crime rate in Abu Dhabi? State any **one** thing. 1
4. The writer makes further contrasts between Scotland and Abu Dhabi.
 - (a) What further differences does he mention? State any **two** things. 2
 - (b) What has become difficult in recent years for young people? State **two** things. 2

Re-read lines 26–42

5. What does John Buchanan say about joining the police in Scotland? State any **three** things. 3
6. What does Emma MacPherson say about her own application? State any **two** things. 2
7. John Buchanan concludes that a police officer needs to be mentally and physically fit. What else does he say? State **two** things. 2
8. Now consider the article as a whole. Does the writer speak more positively or negatively about the work of Police Scotland? Give reasons for your answer. 2
9. Translate into English:
 “Bidh oifigear-poilis a’ tuigsinn airson adhartas a dhèanamh.” (lines 39-42) 10

SECTION 2 — DIRECTED WRITING — 10 marks

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

SCENARIO 1 — Learning

You recently visited a school/college for a week where all subjects are taught in the medium of Gaelic.

You have been asked to write about your visit in **Gaelic**.

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

- Which school/college you visited **and** where you stayed during the week
- What a typical day is like for someone in this school/college
- What other activities are available outside the classroom (eg sport teams, theatre)
- Whether you would recommend such a visit to others

You should write approximately 120–150 words.

OR

SCENARIO 2 — Culture

You took part in a recent healthy-eating event at your school/college.

Write in **Gaelic** about your own experiences.

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

- How often you eat out **and** the types of places you prefer to eat in
- How important the quality of the food is to you
- What your best/worst restaurant experience has been
- What your ultimate eating experience would be

You should write approximately 120–150 words.

[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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General Marking Principles for Higher 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 detailed marking instructions, which identify the key features required in candidate responses.

- a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- c) Award a mark to each answer. Marks are not transferable between questions.
- d) The marks available in this Paper are as follows:
 - i) Questions 1-7 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1-3 marks.
 - ii) Question 8 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.
 - iii) Question 9 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- e) For questions that ask candidates to ‘state’ or ‘give’, candidates must give a brief, accurate response/name.
- f) We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- g) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions: Section 1 – Reading

Question			Expected response	Max mark	Additional guidance
1			<ul style="list-style-type: none"> A police officer was seen by the public as a commendable job 	1	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
2			<ul style="list-style-type: none"> There are chances to develop / advance your career There is an excellent pension scheme There is a wide choice of places to work There is a distinct satisfaction to being a police officer <p><i>Any 3 points from possible 4 for 3 marks</i></p>	3	
3	a		<ul style="list-style-type: none"> They are helping to create / develop a new qualification (in researching crime) 	1	
3	b		<ul style="list-style-type: none"> People in Scotland are 10 times more likely to be the victims of crime 	1	
3	c		<ul style="list-style-type: none"> The fact that the economy is expanding The population is increasing <p><i>Any 1 point from possible 2 for 1 mark</i></p>	1	

Question			Expected response	Max mark	Additional guidance
4	a		<ul style="list-style-type: none"> • The sun shines all day, all year • The Scottish economy is shrinking • There are fewer opportunities for young people <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	
4	b		<ul style="list-style-type: none"> • It has become difficult for them to find a job <u>with prospects</u> • It has become (even) more difficult to get into university 	2	
5			<ul style="list-style-type: none"> • There are no formal entry requirements • But this does not mean it is easy / it is not however easy to get a place • Applicants must show (good) communications skills in an interview • Applicants must pass various exams / must pass exams in maths, information handling and health <p><i>Any 3 points from possible 4 for 3 marks</i></p>	3	
6			<ul style="list-style-type: none"> • She had to run 1 ½ miles in under 14 minutes • It was a real challenge for her (as she was not good at sports in school) • She only just succeeded <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	

Question			Expected response	Max mark	Additional guidance																
7			<ul style="list-style-type: none">• They need to be good at dealing with people in distress• They need to be able to make quick decisions under pressure	2																	
8			<p>Outline of possible answers:</p> <ul style="list-style-type: none">• The writer is mostly positive for the following reasons:• The concluding quote from Emma MacPherson recommends it as a career• The negative statistics in the text do not refer to Police Scotland but to society• Police Scotland’s international role is highlighted - showing that it is respected• The Scottish Government is said to be trying to improve the image and status of Police Scotland	2	<p>Markers must apply the following guidance in addition to the suggested Marking Instruction for this question:</p> <table><tr><td></td><td>Marks</td><td></td><td>Commentary</td></tr><tr><td></td><td>2</td><td></td><td>The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the ‘Expected response’ column.</td></tr><tr><td></td><td>1</td><td></td><td>The candidate provides an answer that may contain some degree of misreading, but which offers evidence of some justification.</td></tr><tr><td></td><td>0</td><td></td><td>The candidate’s answer simply provides information to be found in the text by simply re-stating answers to previous questions.</td></tr></table>		Marks		Commentary		2		The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the ‘Expected response’ column.		1		The candidate provides an answer that may contain some degree of misreading, but which offers evidence of some justification.		0		The candidate’s answer simply provides information to be found in the text by simply re-stating answers to previous questions.
	Marks		Commentary																		
	2		The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the ‘Expected response’ column.																		
	1		The candidate provides an answer that may contain some degree of misreading, but which offers evidence of some justification.																		
	0		The candidate’s answer simply provides information to be found in the text by simply re-stating answers to previous questions.																		

Question			Expected response	Max mark	Additional guidance
9	1		<ul style="list-style-type: none"> A police officer understands / knows he will often face dangerous or distressing situations, 	2	<p>The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p>1 - Satisfactory: Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.</p> <p>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential idea</p>
	2		<ul style="list-style-type: none"> such as investigating a road traffic accident or a murder. 	2	
	3		<ul style="list-style-type: none"> Every day there is a danger that they will be injured 	2	
	4		<ul style="list-style-type: none"> but it is a special job, with a lot of rewards 	2	
	5		<ul style="list-style-type: none"> and there are good chances for promotion. 	2	

General Marking Principles for Higher Gaelic (Learners) Section 2 — Directed Writing

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 detailed marking instructions, which identify the key features required in candidate responses.

- a) Candidates will write a piece of extended writing in Gaelic addressing a scenario that has four related bullet points. Candidates must address each bullet point. The first bullet point contains two pieces of information to be addressed. The remaining three bullet points contain one piece of information each. There is a choice of two scenarios and learners must choose one of these.
- b) Marks for each candidate response must **always** be assigned in line with these General Marking Principles and the specific Marking Instructions for the Directed Writing scenario.
- c) For each of the sections for writing, the marker should select the pegged mark that most closely describes the candidate's performance.
- d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
 - i) Content
 - ii) Accuracy
 - iii) Language resource - variety, range, structure
- e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.
- g) Markers must adhere to the following general marking principle in situations where the candidate has not addressed one or more bullet points:
 - If a candidate has failed to address one of the bullet points, the **maximum** mark that can be awarded is 6.
 - If a candidate has failed to address two of the bullet points, the **maximum** mark that can be awarded is 4.
 - If a candidate has failed to address three or more of the bullet points, the **maximum** mark that can be awarded is 0.

The table below gives further guidance to markers. If:

The candidate only addresses one part of one of the introductory, more predictable bullet point	In such a case the candidate is deemed to have not addressed the bullet point and the maximum mark that can be awarded is 6.
Some bullet points fit into one category but others are in the next, lower category	It is important to look carefully at which bullet points are better addressed. If the better sections include the more predictable, introductory bullet point, the marker is less likely to be generous than if responses to unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet point, a lower mark must be awarded. It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet point - or even about information that is not covered by any of the bullet points- as for the three remaining bullet points. In such cases, the lower mark being considered should be awarded.
The marker is having great difficulty in deciding whether the writing is good enough to pass	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
The Directed Writing, from the point of view of content, looks as if it belongs in a top category, but contains some possibly serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 6.

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> The content is comprehensive All bullet points are addressed fully and some candidates may also provide additional relevant information 	<ul style="list-style-type: none"> The language is accurate in all four bullets. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression A comprehensive range of verbs is used accurately and tenses are consistent and accurate There is evidence of confident handling of all aspects of grammar and accurate spelling, although the language may contain a number of minor errors, or even one serious error 	<ul style="list-style-type: none"> The language used is detailed and complex There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order A comprehensive range of verbs/verb forms, tenses and constructions is used Some modal verbs and infinitives may be used The candidate is comfortable with dependent and independent forms of the verb where appropriate and generally uses a range of verb constructions throughout Sentences are mainly complex and accurate The language flows well

Mark	Content	Accuracy	Language resource: variety, range, structures
8	<ul style="list-style-type: none"> The content is clear All bullet points are addressed clearly. The response to one bullet point may be thin, although other bullet points are dealt with in some detail 	<ul style="list-style-type: none"> The language is mostly accurate. Where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately A range of verbs is used accurately and tenses are generally consistent and accurate There may be a few errors in spelling, adjective agreement and case. Use of accents is less secure, where relevant 	<ul style="list-style-type: none"> The language used is detailed and complex In one bullet point the language may be more basic than might otherwise be expected at this level The candidate uses a range of verbs/verb forms and other constructions There may be less variety in the verbs used The candidate is comfortable with dependent and independent forms of the verb where appropriate and generally uses a range of verb constructions Sentences are generally complex and mainly accurate Overall the writing will be very competent, essentially correct, but may be pedestrian

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> The content is adequate and may be similar to that of an 8 Bullet points may be addressed adequately, however one of the bullet points may not be addressed 	<ul style="list-style-type: none"> The language may be mostly accurate in two or three bullet points. However, in the remaining one or two, control of the language structure may deteriorate significantly The verbs are generally correct, but basic Tenses may be inconsistent, with present tenses being used at times instead of other tenses There may be errors in spelling, adjective agreement and some prepositions may be inaccurate or omitted. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective agreement, case, singular/plural confusion - and in the use of accents Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> There are some examples of detailed and complex language The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level The candidate relies on a limited range of vocabulary and structures There is minimal use of adjectives, probably mainly used predicatively The candidate has a limited knowledge of plurals A limited range of verbs is used to address some of the bullet points The candidate copes with various tenses of some common verbs Sentences are mainly single clause and may be brief

Mark	Content	Accuracy	Language Resource: variety, range, structures
4	<ul style="list-style-type: none"> The content may be limited and the Directed Writing may be presented as a single paragraph Bullet points may be addressed in a limited way. or <ul style="list-style-type: none"> Two of the bullet points are not addressed 	<ul style="list-style-type: none"> The language is mainly inaccurate and after the first bullet the control of the language structure may deteriorate significantly A limited range of verbs is used Ability to form tenses is inconsistent There are errors in many other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and word order Several errors are serious, perhaps showing mother tongue interference 	<ul style="list-style-type: none"> There is limited use of detailed and complex language The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verb constructions The candidate mainly copes only with simple language Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker An English word may appear in the writing or a word may be omitted There may be an example of serious dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> The content may be basic or similar to that of a 4 or even a 6 Bullet points are addressed with difficulty. 	<ul style="list-style-type: none"> The language is inaccurate in all four bullets and there is little control of language structure Many of the verbs are incorrect or even omitted. There is little evidence of tense control There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance 	<ul style="list-style-type: none"> There is little use, if any, of detailed and complex language Verbs used more than once may be written differently on each occasion The candidate displays almost no knowledge of the main tenses The candidate cannot cope with more than one or two basic verbs Sentences are very short and some sentences may not be understood by a sympathetic native speaker

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> The content is very basic. The candidate is unable to address the bullet points or Three or more of the bullet points are not be addressed 	<ul style="list-style-type: none"> The language is seriously inaccurate in all four bullets and there is almost no control of language structure Most errors are serious Virtually nothing is correct Very little is intelligible to a sympathetic native speaker 	<ul style="list-style-type: none"> There is no evidence of detailed and complex language The candidate may only cope with the verb “tha” There may be several examples of mother tongue interference English words are used Very few words are written correctly in Gaelic There may be several examples of serious dictionary misuse

[END OF SPECIMEN MARKING INSTRUCTIONS]