National
Qualifications
2026

2026 Gaelic (Learners)

Reading and Translation

Advanced Higher

Question Paper Finalised Marking Instructions

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General marking principles for Advanced Higher Gaelic (Learners) Reading and Translation

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) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.

(d) Award a mark to each answer. Marks are not transferable between questions.

(e) The marks available in this paper are as follows:

- **(i)** The first set of questions (worth 23 marks) in section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
- **(ii)** The last question in section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
- **(iii)** Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 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.

(f) Credit should be given according to the accuracy and relevance of candidates' answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words'.

Marking instructions for each question

Section 1 – Reading

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.			• when we listen to a song, we whistle or sing along • more and more people make a living and earn money in the world of music • some talented people can write music or play an instrument	**3**	
2.	(a)		• improves memory as more blood flows/goes to the brain, especially the part of the brain which controls different feelings and keeps the mind sharp • musicians are better at dealing with stress/responsibility in their lives • they sleep better **at night** • it lowers blood pressure • it can help if someone is in pain **Any 3 from 5**	**3**	
	(b)		• it uses each part (of the brain) • such as sight, hearing and movement **Any 1 from 2**	**1**	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
3.	(a)		• they keep going until they succeed • just as they have to when they are learning a new piece of music	**2**	
	(b)		• you must play the piece slowly at first • and manage/handle time until you get used to it and better at it	**2**	
	(c)		• there is a 'pattern' in a piece of music • and musicians like a pattern and order/organisation in their lives too	**2**	
4.			• improvement in Maths and reading skills, and in understanding/comprehension • pupils often say it is easier for them (accept 'it motivates them') to work/study when listening to music • musicians are creative with music so they are also more creative with art, writing and cooking	**3**	
5.	(a)		• he had to think of lots of different things at the same time • like the tune, his fingers, his mouth and his breath(ing)	**2**	
	(b)		• he went to local festivals/fèis each summer • he went to informal sessions with other traditional musicians	**2**	
6.			• people's mood suffers when they listen to sad music • songs with harsh, violent lyrics have a bad impact on young people's thoughts and behaviour • playing musical instruments can cause physical pain/such as sore back and hands when using the same movements repeatedly and for a long time	**3**	

<table>
<tr><th colspan="3">Question</th><th>Expected response(s)</th><th>Max mark</th><th>Additional guidance</th></tr>
<tr><td>7.</td><td></td><td></td><td>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.

• to consider the overall impact listening to music and/or playing musical instruments has on our lives
• use of questions to involve reader
• uses negative opinions of Julia grant but the introduction, conclusion and most of the text are positive, eg we are all interested in music, it takes our minds off daily life, etc
• separate paragraphs used to highlight the benefits of music, eg medical, social, learning, etc
• uses medical facts to reinforce opinion, eg music lowers blood pressure
• journalistic in nature
• discursive in content, looking at both positive and negative aspects of learning music with more of a positive slant
• use of rhetorical questions
• opinions of individuals given to support arguments
• medical information of research provided to support argument</td><td>7</td><td>
<table>
<tr><th>Pegged marks</th><th>Criteria</th></tr>
<tr><td>7
OR
5</td><td>The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected responses column, or any other equally appropriate response.</td></tr>
<tr><td>3
OR
1</td><td>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.</td></tr>
<tr><td>0</td><td>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</td></tr>
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</td></tr>
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Section 2 – Translation

Question			Expected response(s)	Max mark	Additional guidance
8.			**Translate the underlined section into English: (lines 7-13)** *'S e saidheans agus ealain...ann am beatha thrang.*	**20**	The translation into English is allocated 20 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. **2 – Good:** Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English **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 **0 – Unsatisfactory:** The candidate fails to demonstrate sufficient understanding of the essential information.

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 1 *'S e saidheans agus ealain a tha ann an ceòl*	Music is a science and an art		
Unit 2 *agus 's e sgil dhoirbh, theicnigeach dha-rìribh a tha ann a bhith comasach air ceòl a chluich.*	and it is a very/really difficult, technical skill to be able to play music. (Accept 'it is a difficult, technical skill indeed')		
Unit 3 *Ge-tà, tha rannsachadh a' sealltainn gu bheil e feumail do neach a bhith ag ionnsachadh ionnsramaid.*	However, research shows that it is useful for a person to learn an instrument.		
Unit 4 *Bidh luchd-ciùil ag iarraidh a bhith a' cur an cèill*	Musicians want to relay/put across/convey		
Unit 5 *faireachdainnean no fiosrachadh don neach-èisteachd.*	feelings or information to the listener.		

Text	Good – 2	Satisfactory – 1	Unsatisfactory – 0
Unit 6 *Uaireannan, bidh pìosan-ciùil ann a bhios a' toirt deur gu do shùil*	Sometimes, there are pieces of music that bring a tear to your eye		
Unit 7 *no, air an làimh eile, a bhios a' toirt ort dannsa.*	or, on the other hand, make you dance/compel you to dance.		
Unit 8 *Nuair a dh'fhàsas tu cleachdte ri òran a tha a' còrdadh riut,*	When you become used to/familiar with a song that you enjoy,		
Unit 9 *bidh thu cho toilichte nuair a chluinneas tu a' chiad phong no dhà,*	you will be so happy when you hear the first note or two,		
Unit 10 *agus togaidh e do spiorad ann am beatha thrang.*	and it will lift your spirit in a busy life.		

[END OF MARKING INSTRUCTIONS]