



Course report 2022

Subject	Gàidhlig
Level	Advanced Higher

This report provides information on candidates' performance. Teachers, lecturers and assessors may find it useful when preparing candidates for future assessment. The report is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published assessment documents and marking instructions.

The statistics used in this report have been compiled before the completion of any appeals.

Grade boundary and statistical information

Statistical information: update on courses

Number of resulted entries in 2022	25
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Statistical information: performance of candidates

Distribution of course awards including grade boundaries

A	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	10	Minimum mark required	80
B	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	10	Minimum mark required	68
C	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	5	Minimum mark required	57
D	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	0	Minimum mark required	45
No award	Percentage	[c]	Cumulative percentage	N/A	Number of candidates	[c]	Minimum mark required	N/A

All figures are rounded to the nearest five. Figures between one and four inclusive have been suppressed to protect against the risk of disclosure of personal information. All percentage figures for a course have been suppressed where values between one and four inclusive have been suppressed. Cells containing suppressed figures are marked up with the shorthand [c].

You can read the general commentary on grade boundaries in appendix 1 of this report.

In this report:

- ◆ 'most' means greater than 70%
- ◆ 'many' means 50% to 69%
- ◆ 'some' means 25% to 49%
- ◆ 'a few' means less than 25%

You can find more statistical reports on the statistics page of [SQA's website](#).

Section 1: comments on the assessment

Question paper: Sgrùdadh (Practical Criticism)

Candidates readily engaged with the two texts provided for practical criticism. The poem featured was based on the decline of language usage, and focused on a Chinese family the poet observed and listened to as he visited a restaurant. Candidates were able to draw on the comparisons between the loss of the Cantonese language through the generations and Gàidhlig. The prose passage focused on climate change and emissions.

The question paper performed as expected. Feedback from marking indicated that the question paper was fair in terms of overall level of challenge and demand, and the texts were suitably accessible and able to differentiate between candidates.

Question paper: Litreachas agus Sgrìobhadh (Literature and Writing)

This paper provided a range of questions for candidates to respond to their chosen literature text(s). Most candidates, as in previous years, answered questions on prose and poetry, and a number of previously well-used texts appeared. There were one or two responses to newer texts, for example Martainn Mac an t-Saoir and Gillebrìde Macillemhaoil. Candidates had prior knowledge to the broad focus of literature questions, as part of revision support for this session.

The writing paper offered a number of different titles as prompts and these were used in a number of different ways, with mainly personal reflective and discursive writing, along with a smaller number of imaginative pieces.

Question paper: Eadar-theangachadh (Translating)

The translation element was new in this year's exam. Candidates had to translate a piece of prose from English into idiomatic Gàidhlig, which was an extract from an information leaflet. Most candidates engaged well with this new question paper.

Còmhradh (performance–talking)

Visiting assessors conducted live in-person assessments where candidates conversed on a range of different topics including their coursework, research that they had carried out, and future plans. For session 2021–22, modifications reduced the conversation element by 5 minutes to 15 minutes.

Section 2: comments on candidate performance

Question paper: Sgrùdadh (Practical Criticism)

Many candidates gave very detailed and developed responses to the poetry section, particularly questions 5 and 6. The same was true of the prose section, with many candidates performing well and able to articulate their answers with relevant evidence where required. Some found the identification and explanation of the extended metaphor more challenging.

Question paper: Litreachas agus Sgrìobhadh (Literature and Writing)

The literature section question 2, which focused on poetry, proved the most popular choice for candidates. Some essays were lengthy and detailed, and combined focused quotation along with detailed analysis and evaluation. Some were very polished in their expression and coverage of their chosen text(s) as an answer to their selected question. There were however, some candidates who found this more challenging.

In writing, the titles Misneachd and Sàmhchair were most popular, and generated a range of personal reflective and imaginative responses. A few responses showed real depth of thought along with effective expression of ideas. However, a number of pieces were, to some extent, lacking in substance and/or lacked the scope to demonstrate suitably complex language.

Question paper: Eadar-theangachadh (Translating)

There was a range of responses in this paper, with a small number of very well translated pieces that kept to the original tenor, idea and meaning in the original text. There were several responses where inaccuracies of some more straightforward grammar led to marks being missed in sense units.

Còmhradh (performance–talking)

Visiting assessors commented on the willingness of candidates to engage in conversation and lead discussion. Discussions were always wide-ranging and covered a number of different and interesting topics. Those who were knowledgeable about the texts they had studied and researched were able to benefit from this and able to demonstrate knowledge of a wide range of complex language and structures.

Section 3: preparing candidates for future assessment

Question paper: Sgrùdadh (Practical Criticism)

Teachers and lecturers should ensure candidates:

- ◆ have a good knowledge of different linguistic techniques and aspects of style when looking at both prose and poetry. They should be able to identify and illustrate by example how they impact on the text and where appropriate illustrate their effectiveness
- ◆ give sufficiently detailed explanations of how meaning has been interpreted
- ◆ manage their time appropriately so that marks are not missed
- ◆ consider how bullets can help their answering technique
- ◆ are aware of the number of marks for each question and how this translates to the number of points required

Question paper: Litreachas agus Sgrìobhadh (Literature and Writing)

Teachers and lecturers should ensure candidates:

- ◆ have the opportunity to study a range of literature within their course that is appropriate to their level of study, and allows them to generate suitably comprehensive and detailed responses to their chosen question
- ◆ practise developing a stylish approach to critical essay writing that is well linked to text(s) and the question, and has some depth of analysis and genuine personal evaluation
- ◆ in writing, there should be some development of style and attention to accuracy with spelling and grammar, along with creating an engagement with the reader
- ◆ do long-term continued practice in developing writing skills and accuracy, along with the use of language, structures and complexity. The best pieces of writing are those that are able to balance these
- ◆ be mindful of their handwriting

Question paper: Eadar-theangachadh (Translating)

Teachers and lecturers should ensure candidates:

- ◆ are aware that accuracy and attention to spelling and grammatical rules, coupled with awareness of the register of the extract, are crucial for this paper

Còmhradh (performance–talking)

Teachers and lecturers should ensure candidates:

- ◆ have a good knowledge of the literature and other aspects of the work that they have covered in the course. They should also be able to highlight themes and techniques inherent within them
- ◆ where appropriate, know that their personal research studies should be rooted in an appropriate amount of study and have some substance to them. As in previous years, the best conversations were from candidates who thoroughly knew their texts and other subject matters that might come up during conversations. Candidates who were uncertain about these areas found it more difficult to demonstrate some of the higher mark descriptions of performance

Appendix 1: general commentary on grade boundaries

SQA's main aim when setting grade boundaries is to be fair to candidates across all subjects and levels and maintain comparable standards across the years, even as arrangements evolve and change.

For most National Courses, SQA aims to set examinations and other external assessments and create marking instructions that allow:

- ◆ a competent candidate to score a minimum of 50% of the available marks (the notional grade C boundary)
- ◆ a well-prepared, very competent candidate to score at least 70% of the available marks (the notional grade A boundary)

It is very challenging to get the standard on target every year, in every subject at every level. Therefore, SQA holds a grade boundary meeting for each course to bring together all the information available (statistical and qualitative) and to make final decisions on grade boundaries based on this information. Members of SQA's Executive Management Team normally chair these meetings.

Principal assessors utilise their subject expertise to evaluate the performance of the assessment and propose suitable grade boundaries based on the full range of evidence. SQA can adjust the grade boundaries as a result of the discussion at these meetings. This allows the pass rate to be unaffected in circumstances where there is evidence that the question paper or other assessment has been more, or less, difficult than usual.

- ◆ The grade boundaries can be adjusted downwards if there is evidence that the question paper or other assessment has been more difficult than usual.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the question paper or other assessment has been less difficult than usual.
- ◆ Where levels of difficulty are comparable to previous years, similar grade boundaries are maintained.

Grade boundaries from question papers in the same subject at the same level tend to be marginally different year on year. This is because the specific questions, and the mix of questions, are different and this has an impact on candidate performance.

This year, a package of support measures including assessment modifications and revision support, was introduced to support candidates as they returned to formal national exams and other forms of external assessment. This was designed to address the ongoing disruption to learning and teaching that young people have experienced as a result of the COVID-19 pandemic. In addition, SQA adopted a more generous approach to grading for National 5, Higher and Advanced Higher courses than it would do in a normal exam year, to help ensure fairness for candidates while maintaining standards. This is in recognition of the fact that those preparing for and sitting exams have done so in very different circumstances from those who sat exams in 2019.

The key difference this year is that decisions about where the grade boundaries have been set have also been influenced, where necessary and where appropriate, by the unique circumstances in 2022. On a course-by-course basis, SQA has determined grade boundaries in a way that is fair to candidates, taking into account how the assessment (exams and coursework) has functioned and the impact of assessment modifications and revision support.

The grade boundaries used in 2022 relate to the specific experience of this year's cohort and should not be used by centres if these assessments are used in the future for exam preparation.

For full details of the approach please refer to the [National Qualifications 2022 Awarding—Methodology Report](#).