



Course report 2022

Subject	Gàidhlig
Level	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	110
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Statistical information: performance of candidates

Distribution of course awards including grade boundaries

A	Percentage	40.9	Cumulative percentage	40.9	Number of candidates	45	Minimum mark required	N/A
B	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	35	Minimum mark required	N/A
C	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	15	Minimum mark required	N/A
D	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	10	Minimum mark required	N/A
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 1: Leughadh (Reading)

The reading text this year was a fictional piece in the style of Dickens' Scrooge, which focused on a man who found himself visited by a character that could be seen as being a manifestation of the 'grim reaper'. There is a reflection on and illustration of the man's life and the piece ends with the man left to live another day and learn from the experience.

The story contained a number of relevant messages that candidates could reflect on. Candidates fully engaged with the passage, and this was evident in responses to the different questions. The text allowed a wide range of questions, which differentiated between candidates, and these were suitably challenging and fair.

Question paper 1: Litreachas (Literature)

Questions in this paper provided plenty scope for candidates to demonstrate their ability to write about the literature studied in their course. As in previous years, most responses were based on prose and poetry, and these were mostly based on traditional texts that have been the mainstay of courses through the years. There were, however, one or two responses to newer texts.

Question paper 2: Èisteachd (Listening)

The topic of the listening passage was Irn-Bru with the question paper set in line with previous years. Candidates engaged well with the passage and questions. The paper was seen as being fair and accessible, with a range of responses.

Obair shònraichte–sgrìobhadh (assignment–writing)

The requirement to complete the assignment–writing was removed for session 2021–22.

Còmhradh (performance–talking)

The performance–talking performed as expected.

Section 2: comments on candidate performance

Question paper 1: Leughadh (Reading)

Many candidates tackled the range of questions very well.

- ◆ question 3: required quotation and analysis, which was done well, with candidates selecting relevant quotation and being able to analyse appropriately
- ◆ question 10: the summary question. was done well by most candidates
- ◆ question 4: looked at how sound was used as a feature in the passage, and this was done well by most candidates
- ◆ question 8: required the use of textual evidence to explain how the main character's visitor was in control, and was answered well with some candidates providing good explanations of effect

Most candidates were able to work through all questions in the time allocated, with only a small number not managing to complete all the questions in the paper. Some candidates were not giving sufficient examples in particular questions that matched the number of marks being offered and missed marks. Some candidates also found questions dealing with imagery more challenging. This was taken into account when setting the grade boundaries.

Question paper 1: Litreachas (Literature)

As part of revision support to candidates there was guidance given on the focus for literature questions. As in previous years, some candidates were able to write quite lengthy, comprehensive responses to the question chosen, and clearly demonstrate their knowledge of their chosen texts. Many candidates gave a number of quotations in responses and were able to analyse these quite effectively.

Questions 1(a) and 2(a) were the most popular in prose and poetry respectively. A small number of candidates wrote very detailed and polished responses, which demonstrated some flair and insightful knowledge of texts.

Question paper 2: Èisteachd (Listening)

In the listening paper, questions 1, 2, 7 and 8 saw many candidates provide good answers. Questions 4, 9 and 10 were more challenging for some.

Overall, there were a number of good responses in the listening paper.

Còmhradh (performance–talking)

Candidate interaction with the teacher or lecturer was an area of strength throughout the samples verified this session. There was a wide range of topics selected by candidates.

Candidates frequently found it demanding to make use of specialist vocabulary in the context of their chosen topic.

Section 3: preparing candidates for future assessment

Question paper 1: Leughadh (Reading)

Teachers and lecturers should ensure candidates:

- ◆ gain sufficient experience in dealing with a range of different texts, both fiction and non-fiction, and that they are clear about the different types of questions that they may meet and how to approach them
- ◆ are aware of the line references given for each question. Question 11 saw some candidates using evidence from outwith the parameters of the question. The line references are set to guide and help candidates through the paper
- ◆ pay attention to their handwriting, and that answers are clear
- ◆ read each question carefully to avoid incorrect answers. The pressure of time in the exam can make it easy to misinterpret what a particular question requires
- ◆ know that there is no need for candidates to repeat the question itself when answering the individual questions
- ◆ are aware of how clear, bulleted answers can be effective
- ◆ are aware of the number of marks for each question and attempt to give full examples and explanations to fulfil these. Some candidates repeated the question as explanations for chosen quotations, or simply identified a quotation
- ◆ give clear explanations as to how chosen quotations 'work', and focus on the connotation and ideas suggested
- ◆ mention techniques, for example, repetition or metaphor, where this is appropriate
- ◆ give examples, signposted by words such as *Seall*
- ◆ give the key part of quotations (where necessary) for explanations in answers. Some candidates did not clearly isolate specific words in quotations, or dealt with a number of quotations with one comment or brief analysis. This was most evident in question 2
- ◆ are aware that each quotation should be dealt with separately
- ◆ answer questions dealing with 'effectiveness' with links to textual evidence. Questions that focus on specific features of the passage as a whole (for example questions 11 and 12 in this paper) should be answered with this in mind
- ◆ are aware of the need to connect to ideas or images or language earlier in the passage
- ◆ are aware of how to deal with techniques such as extended metaphor, and effective endings of passages

Question paper 1: Litreachas (Literature)

Teachers and lecturers should ensure candidates:

- ◆ in all essays, consider their writing style, and work towards a well-constructed, polished essay
- ◆ give sufficient detailed analysis along with evaluation of effectiveness. This should be done so that the essay reads as a whole, and as an answer to the question chosen, rather than separate individual paragraphs

- ◆ know that personal appreciation and evaluation of examples and of the text as a whole, should be clearly shown
- ◆ avoid formulaic 'learned' answers and ensure that answers are shaped towards the question set
- ◆ avoid wasting time on long introductions, summaries and long conclusions
- ◆ in dealing with poetry, consider the effect of style and shape to poems. They should consider how this has a bearing on the tone, message and effect of the poem, in addition to imagery and other stylistic features
- ◆ cover the key areas of texts, and deal with the text as a whole and not just select a particular number of quotations they know

Question paper 2: Èisteachd (Listening)

Teachers and lecturers should ensure candidates:

- ◆ are aware of the number of marks for individual questions and any specific requirements
- ◆ carefully read questions, particularly those that require considered opinion and evidence to support, for example questions 10 and 11. They should read these types of questions in the time available before the recording is played, to help them answer

Còmhradh (performance–talking)

Teachers and lecturers should ensure candidates:

- ◆ have knowledge of, and can apply, vocabulary that is specific to their chosen topic in a natural manner
- ◆ pay attention to the recommended length of the assessment. Candidates rarely benefit from unnecessarily prolonged conversations

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](#).