



Course report 2022

Subject	Gàidhlig
Level	National 5

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	200
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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	110	Minimum mark required	66
B	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	55	Minimum mark required	56
C	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	25	Minimum mark required	46
D	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	10	Minimum mark required	36
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 question paper performed as expected. The passage was set at an appropriate level and candidates could relate to it. There were no specific issues raised. The text was a factual passage about beaches. The introduction and the title of the passage made clear to candidates what the topic was.

The questions caused no issues and allowed candidates to show their understanding and carry out appropriate analysis of aspects of the passage. There were no questions that performed badly. Some candidates found a few of the questions challenging, but the more competent candidates coped well with all the questions.

Most candidates who failed to achieve full marks gave insufficient information rather than through a lack of understanding. Markers felt that there was a wide enough range of questions to enable candidates to show their ability.

Overall, candidates performed better in questions which required specific factual information than in questions which required analysis or a personal response. In conclusion, this was a good reading question paper and candidates performed very well in it.

Question paper 1: Litreachas (Literature)

Questions were, as always, on five genres: poetry, short story, novel, play or film/TV. Most candidates chose poetry or short stories, and gave a wide range of responses. The best responses showed good familiarity with the chosen text.

Many candidates did not adhere to the specific question that was asked, for example the question on short stories asked candidates to identify a specific turning point in the story and to reflect on the effectiveness of that turning point. Many candidates failed to do so, instead giving a general analysis of the text, possibly based on a rehearsed response. Some of the stronger candidates showed good ability to undertake detailed analysis of the text, with relevant supporting evidence. Good use of quotations was in evidence in the best responses.

There were a number of responses that did not have much content and showed little evidence of an ability to undertake textual analysis.

Question paper 2: Èisteachd (Listening)

The listening question paper was set at an appropriate level and was on a par with previous years. The passage was about mountain biking in Scotland. It detailed some of the attractions of mountain biking, some of the places where this hobby can be done and the various levels of participation.

It was felt that the passage would be relevant to the interests of teenagers, and that the wording of questions was straightforward and would present no difficulty for candidates. However, many candidates gave very brief answers to most questions, many candidates gave answers that were difficult to read because of poor handwriting, and many candidates failed to provide any response to a number of questions.

Some candidates wrote their answer in English above the space for their answer and then wrote their answer in Gaelic on the lines provided. Effectively, they were translating what they were hearing before writing their answer, meaning that they would be spending more time than necessary on this approach.

Question 5 performed best. It required two pieces of information for 2 marks. Most candidates achieved full marks in this question.

Question 2 was the most challenging: *Dè tha a' dearbhadh gu bheil leudachadh mòr air tighinn air na goireasan san dùthaich seo?* It is possible candidates failed to understand what was required, and a few candidates failed to give any answer for this question.

Question 7 was the only question attempted by all candidates.

The listening paper differs from the reading paper as candidates do not have the text as reference. However, it was noted that the performance of candidates in the listening paper this year was much poorer than their performance in the reading paper. This had not been seen in previous years. The ongoing disruption to education caused by the pandemic could be a factor, and it is worthwhile noting that the illegibility of some candidates' handwriting caused difficulties during marking. All of this was taken into account when setting the grade boundaries.

Obair shònraichte–sgrìobhadh (Assignment–writing)

This 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

Areas that candidates performed well in

Question paper 1: Leughadh (Reading)

Candidates performed well in reading. Generally, candidates cope well with the reading question paper as they can refer to the text. This is particularly true of questions that required them to identify information within the text.

Some candidates struggled with questions that required them to make inferences based on information in the text or to give their own opinions.

Question paper 1: Litreachas (Literature)

The overall performance of candidates in the literature question paper was average. Some of the stronger candidates gave good responses. These candidates answered the specific question that was asked.

For poetry, the best candidates gave detailed evidence of the writer's skill along with supporting evidence and quotations. For short stories, the best candidates successfully identified a particular incident in the story and explained its significance with evidence and relevant quotations. Good analysis of the texts was evident in the best responses.

Question paper 2: Èisteachd (Listening)

The performance of candidates in the listening question paper was not good. There are no specific questions where candidates performed very well.

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.

Areas that candidates found demanding

Question paper 1: Leughadh (Reading)

There were no specific areas that candidates found demanding.

Candidates performed less well in a few questions: questions 5(c), and 8(a) and (b):

- ◆ question 5(c): this 1-mark question was quite straightforward and more capable candidates were able to correctly identify the answer; however, a number of candidates failed to gain the mark. This is possibly because they did not fully understand what was required
- ◆ question 8(a): candidates had to identify how the writer made the passage interesting for readers and to give a reason for their answer. Many candidates failed to give valid answers to the first part of the question and some failed to provide suitable evidence
- ◆ question 8(b): candidates had to give a personal reaction to the passage. Many candidates failed to give sufficiently comprehensive responses

Question paper 1: Litreachas (Literature)

Many candidates failed to answer the specific question they were asked.

Question paper 2: Èisteachd (Listening)

Overall, candidates found this question paper demanding. It is difficult to identify specific questions or aspects of the task that candidates found particularly difficult; performance in general was not good.

Còmhradh (Performance–talking)

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:

- ◆ check how many marks each question is worth and ensure that their response reflects the number of marks allocated
- ◆ pay attention to where questions specify how much information is required, for example one piece of information or two pieces of evidence
- ◆ make use of support mechanisms that may be available to help improve their handwriting. Some candidates' handwriting was difficult to read

Teachers, lecturers, and candidates should make use of the Understanding Standards materials.

Question paper 2: Èisteachd (Listening)

Teachers and lecturers should ensure candidates:

- ◆ do not write their answer in English first before writing it in Gaelic
- ◆ pay attention to their handwriting. They should take more time over their responses to ensure they are legible

Question paper 1: Litreachas (Literature)

Teachers and lecturers should ensure candidates:

- ◆ read the question carefully and answer the question that is asked, rather than give a general response

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
- ◆ avoid prolonged monologues as this is unlikely to benefit candidates in the 'interaction with assessor' element of the assessment

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](#).