



Course report 2025

Advanced Higher Gàidhlig

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. You should read the report with the published assessment documents and marking instructions.

We compiled the statistics in this report before we completed the 2025 appeals process.

Grade boundary and statistical information

Statistical information: update on courses

Number of resulted entries in 2024: 31

Number of resulted entries in 2025: 31

Statistical information: performance of candidates

Distribution of course awards including minimum mark to achieve each grade

Course award	Number of candidates	Percentage	Cumulative percentage	Minimum mark required
A	22	71.0	71.0	80
B	6	19.4	90.3	68
C	2	6.5	96.8	57
D	1	3.2	100	45
No award	0	0	100%	Not applicable

We have not applied rounding to these statistics.

You can read the general commentary on grade boundaries in the appendix.

In this report:

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

You can find statistical reports on the [statistics and information](#) page of our website.

Section 1: comments on the assessment

Question paper: Sgrùdadh (Practical criticism)

Candidates engaged well with the two texts. The poetry section focused on love and the prose passage focused on tourism and the possibility of the introduction of a 'tourist tax'.

Feedback indicated that the question paper was fair in terms of overall level of challenge and demand, and the texts were suitably accessible and enabled differentiation between candidates.

Question paper: Litreachas agus Sgrìobhadh (Literature and writing)

The paper had a range of questions for candidates to respond to their chosen literature texts. All candidates answered questions on prose and poetry, with a few examining more than one text as part of the options for these genres. Well-trying texts were prevalent, such as *Briseadh na Cloiche*, *Cisteachan Laighe*, *Srath Nabhair*, *Màiri Iain Mhurchaidh Chaluim* and *An Roghainn*, all of which work well and provided good material for able candidates to construct good essays.

The writing paper had several different titles as prompts and candidates employed these in a number of different ways. Personal reflective writing and discursive were the most popular, along with one or two imaginative responses. Most responses focused on ceòl, the discursive option about technology, and personal and discursive responses focused on Gàidhlig.

Question paper: Eadar-theangachadh (Translating)

The translation element is where candidates give a translation from English into idiomatic Gàidhlig of a piece of prose, while maintaining the original passage's tone

and purpose. This year's piece was an extract from a report on ferries and port facilities. All candidates engaged very well with this component and subject matter.

Còmhradh (Performance)

Visiting assessors conducted live in-person assessments where candidates conversed on a range of different topics including their coursework, research they had done and their future plans.

Section 2: comments on candidate performance

Areas that candidates performed well in

Question paper: Sgrùdadh (Practical criticism)

Overall, most candidates coped well with the different aspects of the component. Some candidate responses demonstrated a solid knowledge and understanding of both texts. Some candidates were skilled at analysing in enough depth and identified techniques and their effect. The questions in both papers were quite directed and signposted, and had a good level of engagement. Most candidates attempted most, if not all, questions.

Question paper: Litreachas agus Sgrìobhadh (Literature and writing)

In the literature section, answers that focused on poetry were the most popular. Some essays were detailed and of good length and combined focused quotation along with detailed analysis and evaluation. Some candidates were very polished in their expression and coverage of their chosen texts in answering their selected question and showed a good command of critical language and good Gàidhlig. The idea of 'cuis moralta' generated some good responses connected to war.

In writing, the titles generated several different essay styles, and interesting and engaging pieces. A few responses were particularly engaging and showed some depth of thought coupled with effective expression of ideas.

Question paper: Eadar-theangachadh (Translating)

Most candidates engaged well with the factual report element of the translation extract, which was on a relatable subject (the HebCelt). There was a spread in the

performance of candidates with, a few very well translated pieces which kept to the original tenor, idea and meaning in the original text and exhibited a good standard of accuracy.

Còmhradh (Performance)

Visiting assessors commented on the willingness of all candidates to engage in conversation and how they undertook the assessments confidently. Many candidates were well prepared to discuss the texts they had covered as part of their work in the course. Discussions were always wide-ranging and covered a number of different and interesting topics. Those who were knowledgeable about their texts and had researched well, demonstrated knowledge of a wide range of complex language and structures.

Areas that candidates found demanding

Question paper: Sgrùdadh (Practical criticism)

Candidates often do not do well with the unseen poem, particularly when identifying the ideas inherent in a metaphor. Some candidates did not do well when dealing with the idea of the hind and the hunter putting down his gun. Some candidate responses focused on the literal image rather than the figurative one. Some candidates did not go into more depth, and their responses had a lack of analysis or reference to techniques. In question 3, some candidates did not focus on the idea of 'teannachadh'. In question 5, some candidates did not do well when dealing with structure. In the main, candidates dealt more successfully with the prose passage. However, in question 8 which focused on sentence structure, some candidates did not explain effect. In question 9, some candidates did not focus on the idea of 'overall' and did not explain tone well. Some candidates did not explain style and form of the article as a whole in question 11.

Question paper: Litreachas agus Sgrìobhadh (Literature and writing)

In the literature section, a few candidates' essays would have benefitted from more detailed analysis of selected quotations and techniques and could have focused more closely on the demands of the question set. Some candidates could have adopted a more evaluative stance in relation to the text and question to complement their obvious knowledge of the text itself.

In writing, some candidates could have improved the accuracy of some grammar particularly verb forms and or spelling. Some essays would also have benefitted from a greater range of expression and vocabulary and from the use of techniques such as rhetorical question, to enhance their impact.

Question paper: Eadar-theangachadh (Translating)

Inaccuracies in formation of verb forms, genitive case and dative were the common errors in translation of sense units.

Còmhraidh (Performance)

All candidates made a very good effort with this component. Candidates who provided extended responses often maintained the conversation more successfully.

Section 3: preparing candidates for future assessment

Question paper: Sgrùdadh (Practical criticism)

Candidates should have a good knowledge of different linguistic techniques and aspects of style when looking at prose and poetry. They should use reference techniques, and identify and illustrate by example how they impact on the text and, where appropriate illustrate their effectiveness. Candidates should also give sufficiently detailed and specific explanations of how meaning has been interpreted rather than giving a broad general comment. This was particularly relevant in a number of questions. Candidates need to have the language skills to explain ideas and meaning specifically, to avoid generic responses in questions that focus on analysis.

Candidates should continue to make sure they manage time appropriately so that they do not miss out on marks. Candidates may wish to consider how bullets can help their answering technique. They should also be 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)

Candidates should continue to study a range of literature that is appropriate to their level of study and allows them to generate suitably comprehensive and detailed responses to their chosen question.

Candidates should practise developing a stylish approach to critical essay writing that is well linked to texts and the question, and that has some depth of analysis and genuine personal evaluation.

In writing, there should be some development of style, and attention to accuracy of spelling and grammar, along with creating an engagement with the reader. Long-

term continued practice in developing writing skills and accuracy, along with the use of language, structures and complexity, is beneficial here, and has a knock-on effect for other components of the assessment.

Candidates should also be mindful of their handwriting as there was a definite deterioration in the legibility of some answers.

Question paper: Eadar-theangachadh (Translating)

Accuracy and attention to spelling and grammatical rules, coupled with awareness of the register of the extract, are crucial for this question paper. A wide knowledge of vocabulary and idiom gained from exposure to different texts further adds to candidates' ability here.

Còmhradh (Performance)

Candidates should have a good knowledge of the literature and other aspects of the work they have covered in the course as a minimum. They should be able to highlight themes and techniques inherent in texts and illustrate their own opinions about them. Candidates need to be prepared to talk about the texts they have studied and be aware of their accuracy and expression.

The best conversations came from candidates who had a good knowledge of the texts they studied and other general subject matters that might come up during conversations. Candidates who are uncertain about these areas do not demonstrate some of the higher mark descriptions of performance which can impair the flow of conversation.

There is no expectation for any speech to be delivered as part of the conversation. The emphasis is on conversation about a range of matters.

The subject topic list (STL) form submitted before the assessment period is very useful in helping candidates and assessors to shape the discussion. The more detail and accuracy that can be contained in this, the better.

Appendix: general commentary on grade boundaries

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

For most National Courses, we aim 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, we hold 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 our 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. We 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.

Every year, we evaluate the performance of our assessments in a fair way, while ensuring standards are maintained so that our qualifications remain credible. To do this, we measure evidence of candidates' knowledge and skills against the national standard.

For full details of the approach, please refer to the [Awarding and Grading for National Courses Policy](#).