



Course report 2025

National 5 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: 249

Number of resulted entries in 2025: 248

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	117	47.2	47.2	84
B	60	24.2	71.4	72
C	47	19.0	90.3	60
D	16	6.5	96.8	48
No award	8	3.2	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 1: Leughadh (Reading)

The question paper performed as expected. The passage was set at an appropriate level and was relevant to candidates. The text was a contemporary factual passage about Saint Andrew's First Aid, including its history, current work, and an example of where a young person had made use of the skills they developed through their involvement with the charity.

The questions allowed candidates to show their understanding of the passage and analyse aspects of the passage. The word 'airson' was missing from the sentence "Ged a tha feadhainn de dhaoine òga sna sgìrean seo airson beatha nas fheàrr a bhith aca tha cuid ann nach eil cho dòchasach mu na cothroman a bhios aca san àm ri teachd)", in the reading passage, which will be corrected in the published past paper. Candidate responses indicated that this did not impede understanding of the sentence. There were no questions that performed badly and there were, as always, some discriminating questions that did not perform as well. This is to be expected. Some candidates did not do well in a few questions, but more able candidates coped well with all questions.

Most candidates who did not achieve full marks gave insufficient information rather than not attempting a question. Markers felt that there was a wide enough range of questions to allow candidates to demonstrate their ability. A few candidates did not complete the paper.

Overall, candidates performed well. As always, candidates performed better in questions that required specific information taken directly from the passage than in questions that required analysis or a personal response. In conclusion, this was a good question paper.

Question paper 1: Litreachas (Literature)

Questions, as always, had a focus on five genres: poetry, short story, novel, play, and film or TV. There were a wide range of texts used throughout. Most candidates chose to write about poetry or short stories and gave a wide range of responses. Most candidates adhered to the task and performed well. The best responses showed good familiarity with the chosen text and an explanation of the skills and techniques used by the writer, while adhering to the question asked. A few candidates answered with a focus on film or TV, which is encouraging, as candidates do not often attempt questions pertaining to this genre. Candidate performance was strong here, with a wide range of marks achieved by candidates.

For the most part, candidates remained focused on the demands of the questions. Some responses were of a more generic style, discussing the texts without adhering to the specific questions. Stronger candidates gave a detailed analysis of texts with a clear focus on the questions and a personal response to the text. Candidates demonstrated good understanding of literary skills and techniques.

Candidate performance was strong, with a wide range of marks achieved by candidates. However, a few candidates did not answer this component.

Question paper 2: Èisteachd (Listening)

The listening question paper was set at an appropriate level and was in line with previous years. The passage was about the impact of a storm on a region.

The passage was interesting and gave examples of the impact of the storm on individuals, groups of people and industry. The wording was appropriate and there were a wide range of marks achieved by candidates. Many candidates gave full responses; however, some candidates gave responses that were not of sufficient detail to achieve full marks.

Most questions were attempted by most candidates.

The listening paper differs from the reading paper, as candidates do not have the text as reference. However, markers noted that the performance of candidates in the listening paper this year was strong.

The illegibility of some candidates' handwriting caused difficulties during marking. Markers also commented on the significant number of spelling and grammar errors that made it difficult at times to mark candidate responses. We considered this when setting the grade boundaries.

Obair shònraichte–sgrìobhadh (Assignment–writing)

This component was done well by candidates and the overall marks were strong. Candidates produced a wide range of evidence, including creative, personal reflective and discursive pieces of work. Personal pieces of work achieved strong marks throughout, as well as some thoroughly researched discursive essays that demonstrated strong arguments throughout.

There were inconsistencies in some pieces of work where the quality of the work varied throughout the piece of writing.

Còmhraidh (Performance–talking)

The performance–talking component performed as expected. A wide range of topics were discussed, with an appropriate approach applied throughout the assessment sample.

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 in the text.

Question paper 1: Litreachas (Literature)

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

Good analysis of texts with a focus on the questions asked were evident throughout. Candidates demonstrated a sound knowledge of a wide range of texts, including poetry, short story, and film or TV.

Question paper 2: Èisteachd (Listening)

The performance of candidates in the listening question paper was fair. There were no questions that performed better than others.

Obair shònraichte–sgrìobhadh (Assignment–writing)

Candidates performed well and there were a wider range of interesting responses.

Còmhradh (Performance–talking)

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

Areas that candidates found demanding

Question paper 1: Leughadh (Reading)

This paper was well done and there were no specific areas that candidates found demanding.

Candidates performed less well in a few questions where they had to provide explanation in their own words or where they had to give their opinion.

Question paper 1: Litreachas (Literature)

Some candidates did not complete this component.

Obair shònraichte–sgrìobhadh (Assignment–writing)

Some candidates did not perform well, as the contexts were too complex for their knowledge of the language

Còmhradh (Performance–talking)

Candidates sometimes did not make good 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:

- know how many marks each question is worth and ensure that their response reflects the number of marks available
- 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.
- make use of support mechanisms that may be available to help improve their spelling and grammar. Candidates are not penalised for incorrect spelling and grammar, however incorrect spelling and grammar may interfere with the marker's understanding of responses given to questions.
- are presented at the correct level

Teachers, lecturers, and candidates should make use of the [Understanding Standards materials](#).

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
- are prepared to adapt their essay in line with the specific questions asked

Question paper 2: Èisteachd (Listening)

Teachers and lecturers should ensure candidates:

- do not write their answer in English first before writing it in Gàidhlig
- pay attention to their handwriting. They should take more time over their responses to ensure they are legible.
- make use of support mechanisms that may be available to help improve their spelling and grammar. Candidates are not penalised for incorrect spelling and grammar, however incorrect spelling and grammar may interfere with the marker's understanding of responses given to questions.
- are presented at the correct level

Assignment (Writing)

Teachers and lecturers should ensure candidates:

- have knowledge of, and can apply, detailed vocabulary that is specific to their chosen topic in a natural manner
- select topics that will allow them to demonstrate fully their broad understanding of, and ability to use, the language
- write in a natural style and not rely on unfamiliar vocabulary

Còmhradh (Performance–talking)

Teachers and lecturers should ensure candidates:

- have knowledge of, and can apply, detailed vocabulary that is specific to their chosen topic in a natural manner
- select topics that will allow them to demonstrate fully their broad understanding of, and ability to use, the language.

Centres must ensure that they have strong internal verification processes. We encourage those with a small cohort to work collaboratively with other centres.

Centres should also ensure that there is consistency in approach to assessment throughout their assessment sample.

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](#).