

Course report 2026

Advanced Higher Gàidhlig, SCQF level 7

We've written this report for teachers and lecturers. We recommend you read this with the published course assessment documents and marking instructions.

The report:

- provides a summary of how each course component performed
- highlights areas of the question paper and coursework where candidates performed well and areas where they did not perform well
- has advice you might find useful when preparing candidates for assessment

We collect and prepare the statistics in course reports before we complete the appeals process.

Statistical and grade boundary information

Course entries

Number of resulted entries in 2025: 31

Number of resulted entries in 2026: 29

Distribution of course awards (including minimum mark to achieve each grade)

Course award	Number of candidates	Percentage	Cumulative percentage	Minimum mark required
A	21	72.4	72.4	80
B	5	17.2	89.7	68
C	1	3.4	93.1	57
D	1	3.4	96.6	45
No award	1	3.4	100	Not applicable

We've not applied rounding to these statistics.

In this report:

- 'Most' means greater than or equal to 70%.
- 'Many' means 50% to 69%.
- 'Some' means 25% to 49%.
- 'Few' or 'a few' means less than 25%.

You can find [statistical reports](#) on our website.

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's 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 make final decisions on grade boundaries based on this information. Senior Qualifications Scotland staff normally chair these meetings.

Principal assessors use 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.

- We can adjust the grade boundaries downwards if there's evidence that the question paper or other assessment has been more difficult than usual.
- We can adjust the grade boundaries upwards if there's evidence that the question paper or other assessment has been less difficult than usual.
- If levels of difficulty are comparable to previous years, we maintain similar grade boundaries.

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](#).

How the course assessment performed

Question paper 1: Sgrùdadh (Practical criticism)

Candidates engaged well with the two texts. The poetry section was a poem performed as a song by the band Runrig, while the prose passage focused on 'NoMow'.

Feedback suggests that the question paper was fair in its overall level of challenge and demand, and the texts were suitably accessible and enabled markers to differentiate between candidates.

Question paper 2: Litreachas agus Sgrìobhadh (Literature and writing)

The paper provided a range of questions for candidates to respond to their chosen literature text or 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 Màiri Iain Mhurchaidh Chaluim, Raoir Reubadh an Iolaire, An Roghainn and Bùrn, along with newer texts such as An Tàilleir. All work well and provide good material for candidates to construct good essays.

The writing paper offered different titles as prompts and candidates used them in different ways. Personal reflective writing and factual writing were most popular, along with a few imaginative responses. There were different responses to most of the different titles, with Cothrom and 'S iad na rudan sìmplidh as prìseile being the most popular.

Question paper 3: Eadar-Theangachadh (Translation)

The translation element is where candidates provide 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 part of a tourist information leaflet about Ben Nevis. 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 coursework, particular research they'd done, and their future plans.

How candidates performed

Areas where candidates performed well

Question paper 1: Sgrùdadh (Practical criticism)

Most candidates coped well with the different aspects of the paper, with answers demonstrating solid knowledge and understanding of both texts. Some candidates were skilled at analysing in enough depth and identifying techniques and their effect. The questions in both papers were direct and clear and had good engagement. Most candidates attempted most, if not all, questions.

Question paper 2: Litreachas agus Sgrìobhadh (Literature and writing)

In the literature section, answers that focused on poetry were the most popular. Essays were 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, and showed good command of critical language and Gàidhlig.

In writing, different essay styles and interesting and engaging pieces demonstrated very good fluency and accuracy. Some responses were particularly engaging and showed depth of thought coupled with effective expression of ideas, emotions and feelings.

Question paper 3: Eadar-Theangachadh (Translation)

Most candidates engaged well with the factual element of the translation extract. There was a spread in the performance of candidates with a number of very well translated pieces. These kept to the tenor, idea and meaning in the original text and exhibited a good standard of accuracy, particularly in the use of the genitive case and an idiomatic translation of the text.

Còmhraidh (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 coursework. Discussions were always wide-ranging and covered 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 where candidates did not perform well

Question paper 1: Sgrùdadh (Practical criticism)

The unseen poem can be challenging. The idea of the differences between city and island life was difficult for some candidates. Some did not do well when dealing with the image of the candle in question 1. In question 2, some candidates did not follow the direction to look at specific language techniques and opted for word choice. Some did not do well explaining the imagery in question 3. Some candidates did not notice the word 'coimeas' in question 4.

In the prose section, some candidates did not do well in question 11, which focused on imagery. In question 12, some candidates did not generate explanations that connected to 'uaim'. In question 14, some candidates did not explain the style of narration and tone and did not use vocabulary to pinpoint exactly how any feature worked. Some candidates were not specific enough and did not explain the effect of particular techniques beyond saying that they emphasised something.

Question paper 2: 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. They could have focused more closely on the demands of the question. Some candidates could have adopted a more evaluative stance to the text and question, to complement their obvious knowledge of the text itself. Some responses were overly long and covered everything known about the text. Candidates must shape their essay towards the demands of the question, rather than produce a generic response.

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 questions, to enhance their impact.

Question paper 3: Eadar-Theangachadh (Translation)

Inaccuracies in formation of verb forms, genitive case and dative were the common errors in translation of sense units, along with mixing of 'Tha' and 'S e'.

Còmhraidh (Performance)

All candidates made a very good effort with this component. They should prepare to talk about texts and be aware of their accuracy and expression. Candidates who provide extended responses often maintain the conversation more successfully.

Preparing candidates for assessment

Question paper 1: 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 reference techniques and identify and illustrate by example how they impact on the text. Candidates should give detailed explanations of how meaning has been interpreted. They should be specific, rather than give a broad general comment. This was relevant in a number of questions. Candidates need the language skills to explain ideas and meaning specifically, to avoid generic responses to questions that focus on analysis.

Candidates should manage time appropriately, so they do not miss out on marks. They may consider how bullet points can help their answering technique. They should be aware of the number of marks for each question and how this translates to the number of points required.

Question paper 2: Litreachas agus Sgrìobhadh (Literature and writing)

Candidates should cover 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 critical essay writing to develop a stylish approach that links well to texts and the question, and has some depth of analysis and genuine personal evaluation.

In writing, candidates should develop their style and attention to accuracy of spelling and grammar along with, importantly, engaging the reader. Long-term continued practice to develop writing skills and accuracy, along with the use of language, structures and complexity, is helpful for this paper and for other components of the assessment.

Encourage candidates to write as clearly as possible, so that markers can read their responses correctly.

Question paper 3: Eadar-Theangachadh (Translation)

Accuracy and attention to spelling and grammatical rules and awareness of the register of the extract is crucial. A wide knowledge of vocabulary and idiom gained from exposure to different texts further adds to candidates' ability.

Còmhradh (Performance)

Candidates should have a good knowledge of the literature and other aspects of the coursework as a minimum. They should highlight themes and techniques inherent in texts and illustrate their own opinions about them.

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, and this can impair the flow of conversation.

We do not expect candidates to deliver any speech 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. It should contain as much detail and accuracy as possible.