

Course report 2026

National 5 Gàidhlig, SCQF level 5

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: 248

Number of resulted entries in 2026: 253

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

Course award	Number of candidates	Percentage	Cumulative percentage	Minimum mark required
A	115	45.5	45.5	84
B	75	29.6	75.1	72
C	47	18.6	93.7	60
D	14	5.5	99.2	48
No award	2	0.8	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: 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 monsters and mythical creatures, including the Yeti.

The questions allowed candidates to show their understanding of the passage and analyse aspects of the passage. There were, as always, some discriminating questions and these worked as expected. Some candidates found a few of the questions challenging, but more able candidates coped well with all questions.

The wide range of questions enabled candidates to demonstrate their ability. A small number of candidates failed to complete the paper, however it is possible that this is a matter of time management and dedicating too much time to the other component assessed in this paper.

Overall, candidates performed well throughout the paper. Candidates performed better in questions that required specific information taken directly from the passage than in questions that required analysis or a personal response.

Question paper 2: Litreachas (Literature)

Questions focused on five genres: poetry, short story, novel, play, and film or TV. All candidates elected to write about poetry or short stories and gave a wide range of responses. 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 task set out in the question. Very few candidates failed to complete this.

Some responses were of a more generic style, discussing the texts without referring 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, with only a small number failing to produce a response to this component.

There were a wide range of texts used throughout. Candidate performance was fairly strong here, with a wide range of marks achieved.

Question paper 3: Èisteachd (Listening)

The listening question paper was set at an appropriate level. The passage was about the board game Monopoly. Though this might be a familiar context, all questions focused specifically on the information within the text.

The passage was interesting and explained the history of the game, as well as recent changes. The wording was appropriate and there were a wide range of marks achieved by candidates. Many candidates gave full responses. Markers commented on the significant number of spelling and grammar errors that made it difficult at times to mark candidate responses.

Most candidates attempted most questions.

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

Obair shònraichte—sgrìobhadh (Assignment—writing)

Candidates did well in this component.

The overall marks were strong, and candidates produced a wide range of evidence, including creative, personal reflective and discursive pieces of work.

There were inconsistencies in some pieces of work where the quality varied throughout the piece of writing. This may be because of candidates using a dictionary and using vocabulary they're not familiar with and not implementing this appropriately.

Candidates should attempt to produce pieces of work that are appropriate to their understanding of the language, to allow them to best show their full abilities.

Còmhradh (Performance—talking)

The performance—talking component performed as expected. A sample was not taken this year.

How candidates performed

Areas where candidates performed well

Question paper 1: Leughadh (Reading)

Generally, candidates perform well with the reading paper as they can refer to the text. This is particularly true of questions that require 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 2: Litreachas (Literature)

The overall performance of candidates in the literature question paper was good. Some of the stronger candidates gave good responses, answering the specific questions.

Good analysis of texts with a focus on the questions asked was evident throughout. Candidates demonstrated a sound knowledge of a wide range of texts, including poetry and short stories.

Question paper 3: Èisteachd (Listening)

The performance of candidates in the listening paper was good. There are no questions that performed better than others.

Obair shònraichte—sgrìobhadh (Assignment—writing)

Candidates performed well in the assignment and there was a wide range of responses. This was interesting for the marking team.

Còmhradh (Performance—talking)

Candidate performance was strong.

Areas where candidates did not perform well

Question paper 1: Leughadh (Reading)

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. There was one question in which higher performing candidates did not perform as strongly as anticipated.

Question paper 2: Litreachas (Literature)

Some candidates did not complete this component.

Obair shònraichte—sgrìobhadh (Assignment—writing)

Some candidates find it challenging to write about contexts that are too complex for their knowledge of the language. They should consider this when selecting a topic.

Preparing candidates for assessment

Question paper 1: Leughadh (Reading)

You 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 help improve handwriting (some candidates' handwriting was difficult to read)
- make use of support mechanisms that help improve spelling and grammar (candidates are not penalised for incorrect spelling and grammar, however it can interfere with the marker's understanding of responses given to questions)

You and your candidates should use the published Understanding Standards materials.

Question paper 2: Litreachas (Literature)

You should ensure candidates:

- pay attention to their handwriting, taking time over responses to ensure they are legible
- make use of support mechanisms that help improve their spelling and grammar (candidates are not penalised for incorrect spelling and grammar, however it can interfere with the marker's understanding of responses given to questions)

Question paper 3: Èisteachd (Listening)

You 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

Obair shònraichte—sgrìobhadh (Assignment—writing)

You 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 allow them to demonstrate their broad understanding of, and ability to use, the language

Còmhradh (Performance—talking)

You 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 allow them to demonstrate their broad understanding of, and ability to use, the language