National Qualifications

## Advanced Higher Gàidhlig Performance–talking

### How to complete an STL form in session 2025–26: guidance for teachers and lecturers

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#### Where can I find the STL form?

The form is available to view and download from the [Advanced Higher Gàidhlig web page](https://www.sqa.org.uk/sqa/48454.html), under the ‘Visiting Examining’ tab.

#### Who completes it?

Candidates preparing for the performance–talking assessment must complete the STL form.

#### How should the form be completed?

Candidates should list the texts, topics and any areas of study they have covered during the course. Key points to consider:

* There is no minimum number of texts, topics or areas of study that candidates need to list, but they must provide enough detail to allow for meaningful discussion.
* Candidates must not include specific questions for the visiting assessor to ask.

Here is an example of an appropriately completed STL form:

|  |
| --- |
| **Language: texts, topics, areas of study** |
| Teacsaichean:*Feoil a’ Gheamhraidh**Màiri Iain Mhurch’ Chaluim**Srath Nàbhair**Cisteachan Laighe**Am Bodach Rocais**An t-Aonaran*Rinn sinn obair air *An Iolaire* agus bàrdachd ceangailte rithe.Cuideachd rinn sinn obair air grunn chuspairean eile leithid slàinte, foghlam agus coimhearsnachd. Rinn mi beagan rannsachaidh air a’ bheatha aig Ruaraidh MacThòmais agus na cuspairean a tha a’ nochdadh sa bhàrdachd aige. |

#### When must the STL form be submitted to SQA?

Youshould submit the completed form **no later than 23 January 2026**.

#### How do teachers and lecturers submit the completed STL form?

You should email the completed forms to visiting.examining@sqa.org.uk. STL/AH forms for each language should be submitted in separate emails.

Please note: SQA only accepts forms that have been scanned into PDFs or Word documents. This allows teachers to monitor and check candidates’ submissions.

#### How does the visiting assessor use the information on the STL form?

The list of texts, topics and/or areas of study provides visiting assessors with advance information on likely areas of discussion with candidates.

Areas identified by the candidate serve as a starting point for discussion and allow the candidate and the visiting assessor to have a framework for the assessment.

It is important to note that the performance–talking is not a presentation: it is an opportunity for candidates to give their opinions and views on aspects of the course.