



Teisteanais  
Nàiseanta  
2025

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**2025 Gàidhlig**

**Litreachas**

**National 5**

## **Question Paper Finalised Marking Instructions**

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## General marking principles for National 5 Gàidhlig Literature

*This information is provided to help you understand the general principles you must apply when marking candidates' responses to questions in this paper. These principles must be read in conjunction with the specific marking instructions tables for literature.*

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the specific marking instructions tables for writing.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Assessment should be holistic. There may be strengths and weaknesses in the essay; assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall essay. Responses lacking in structure and coherence and/or which contain many technical errors are likely to be self-penalising.
- (d) Candidates may display ability across more than one range descriptor. Assessors should recognise the closeness of the descriptors and consider carefully the most appropriate overall range with the candidate's performance.
- (e) Once the appropriate range descriptor has been selected, the assessor should follow this guidance
  - if the evidence almost matches the range above, award the highest available mark from the range
  - if the candidate's work just meets the standard described, award the lowest mark from the range. Otherwise the mark should be awarded from the middle of the range.
- (f)
  - (i) For questions that ask candidates to 'Mìnich...' or ask 'Ciamar...', candidates must relate cause and effect and/or make relationships between things clear.
  - (ii) For questions that ask candidates to 'Seall mar a tha...', candidates must identify parts, the relationship between them, and their relationships with the whole.
  - (iii) For questions that ask candidates 'Carson, nad bheachd-sa...', candidates must make a personal judgement based on the text and task.
- (g) Markers should support candidates' use of their preferred use of gender-neutral nouns, pronouns and adjectives when referring to themselves and others in the assessment of writing. Using gender-neutral pronouns, nouns and adjectives, whether by adding punctuation, asterisks or using alternative spellings is now a common feature of inclusive language.

A candidate can opt to use masculine, feminine or gender-neutral adjective agreements throughout their writing or performance-talking assessment(s), where appropriate to the language. It is important to note that candidates must use their preferred pronouns and adjectives in a consistent manner and adhere to associated conventions of adjectival agreement where appropriate. Where gender-neutral nouns, pronouns and adjectives are used, it is important that candidates are marked on this based on its consistent use.

If you are uncertain or have queries about how to assess specific aspects of candidate response, you must seek guidance from your team leader or Principal Assessor.

Where there is no evidence relevant to the task, award a mark of 0.

## Marking principles for National 5 Gàidhlig Literature

The candidate's response will be assessed by taking into consideration the following elements

- knowledge and understanding of the chosen text
- relevance
- analysis
- evaluation

	20-19	18-16	15-13	12-10	9-7	6-4	3-1
<b>The candidate demonstrates:</b>							
<b>Knowledge and Understanding</b>	a high degree of familiarity with the text as a whole  a high level of understanding of the central concerns of the text	high degree of familiarity with the text as a whole  very good understanding of the central concerns of the text	familiarity with the text as a whole  good understanding of the central concerns of the text	generally sound familiarity with the text as a whole  some understanding of the central concerns of the text	some familiarity with some aspects of the text  some understanding of the central concerns of the text, although there may be some misreading of the text	limited evidence of knowledge and understanding of the text(s)  limited textual evidence which leads to little focus on the demands of the question	little knowledge and understanding of the text(s)  very limited textual evidence which leads to little or no focus on the demands of the question
<b>Relevance</b>	a line of thought which is consistently relevant to the task	a line of thought which is consistently relevant to the task	a line of thought which is relevant to the task, although there may be some disproportion in parts	a line of thought which is mostly relevant to the task	a line of thought which is not always maintained throughout the task	a basic engagement with the task	little or no engagement with the task
<b>Analysis</b>	a thorough awareness of the writer's techniques through analysis, consistently making confident use of critical terminology  very detailed and thoughtful explanation of stylistic devices supported by a range of well-chosen references and/or quotations	a very good awareness of the writer's techniques through analysis, making confident use of critical terminology  detailed and/or thoughtful explanation of stylistic devices supported by well-chosen references and/or quotations	a sound awareness of the writer's techniques through analysis, making good use of critical terminology  detailed explanation of stylistic devices supported by appropriate reference and/or quotation	an awareness of the writer's techniques through analysis, making some use of critical terminology  explanation of stylistic devices supported by some appropriate reference and/or quotation	some awareness of the more obvious techniques used by the writer through explanation  attempts to use critical terminology, although this may be inappropriate  description of some stylistic devices followed by some reference and/or quotation	little or no analysis of the techniques, focusing mainly on content  no attempts to use critical terminology, but when present, these are inappropriate  no description of stylistic devices with no reference and/or quotation	no analysis of the literary techniques, focusing only on content

	20-19	18-16	15-13	12-10	9-7	6-4	3-1
	<b>The candidate demonstrates:</b>						
<b>Evaluation</b>	a very well developed commentary of what has been gained from the text, supported by a range of well-chosen references to its relevant features, including frequent references to the effectiveness of the writer's use of language	a well-developed commentary of what has been gained from the text, supported by a range of well-chosen references to its relevant features, including references to the effectiveness of the writer's use of language	a well-developed commentary of what has been gained from the text, supported by appropriate reference to its relevant features, including some references to the effectiveness of the writer's use of language	generally sound commentary of what has been gained from the text, supported by some appropriate reference to its features, including some reference to the effectiveness of the writer's use of language	brief commentary of what has been gained from the text, followed by brief reference to its features	little evidence of an evaluative stance with respect to the text and the task, focusing almost entirely on content	no evidence of an evaluative stance with respect to the text and the task, focusing only on content

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