



Teisteanais  
Nàiseanta  
2025

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**2025 Gàidhlig**

**Litreachas agus Sgrìobhadh**

**Advanced Higher**

**Question Paper Finalised Marking Instructions**

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## General marking principles for Advanced Higher Gàidhlig: Literature

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (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) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Markers should take into consideration the suitability of the text(s) chosen by the candidate, which should be complex and sophisticated. Depending on the candidate's approach and depth of analysis, some texts may be self-penalising.
- (e) 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.
- (f) Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band with the candidate's performance.
- (g) Once the appropriate band descriptor has been selected, the assessor should follow this guidance:
  - If the evidence fully meets the standard described, 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, where applicable, the mark should be awarded the middle mark in the range. Where there is no evidence relevant to the task, award a mark of 0.

The following notes are offered to support markers in making judgements on candidates' evidence.

Stiùiridhean Comharrachaidh

Roinn 1: Litreachas

Marks		20-19	18-16	15-13	12-10	9-7	6-4	3-1
Litreachas	<b>Knowledge and understanding</b> The candidate demonstrates:	a comprehensive knowledge and understanding of the text(s)	a very clear knowledge and understanding of the text(s)	a clear knowledge and understanding of the text(s)	an adequate knowledge and understanding of the text(s)	insufficient or inconsistent evidence of knowledge and understanding of the text(s)	limited evidence of knowledge and understanding of the text(s)	little knowledge and understanding of the text(s)
		a comprehensive selection of textual evidence to support a relevant and coherent argument	very clear textual evidence to support an argument that is clearly focused on the demands of the question	clear textual evidence to support the demands of the question	adequate textual evidence to support a line of thought which has some focus on the question	insufficient or partially irrelevant use of textual evidence to support focus on the demands of the question	limited textual evidence which leads to little focus on the demands of the question	very limited textual evidence which leads to little or no focus on the demands of the question
	<b>Analysis</b> The candidate demonstrates:	a comprehensive analysis of the effect of the literary/linguistic/filmic techniques	a very clear analysis of the effect of the literary/linguistic/filmic techniques	a clear analysis of the effect of the literary/linguistic/filmic techniques	an adequate analysis of the effect of the literary/linguistic/filmic techniques	limited analysis of the effect of the literary/linguistic/filmic techniques,	little or no analysis of the effect of the literary/linguistic/filmic techniques, focusing mainly on content	no analysis of the literary/linguistic/filmic techniques, focusing only on content
<b>Evaluation</b> The candidate demonstrates:	a committed evaluative stance with respect to the text(s) and the task	a very clear evaluative stance with respect to the text(s) and the task	a clear evaluative stance with respect to the text(s) and the task	adequate evidence of an evaluative stance with respect to the text(s) and the tasks	insufficient evidence of an evaluative stance with respect to the text(s) and the task	limited evidence of an evaluative stance with respect to the text(s), and the task, focusing mainly on content	no evidence of an evaluative stance with respect to the text(s) and the task, focusing only on content	

## General marking principles for Advanced Higher Gàidhlig: Writing

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (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) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Markers should take into consideration the form and style of the language used by the candidate, as appropriate to genre.
- (e) 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.
- (f) Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band with the candidate's performance.
- (g) Once the appropriate band descriptor has been selected, the assessor should follow this guidance:
  - If the evidence fully meets the standard described, 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, where applicable, the mark should be awarded the middle mark in the range. Where there is no evidence relevant to the task, award a mark of 0.

The following notes are offered to support markers in making judgements on candidates evidence.

Stiùiridhean Comharrachaidh

ROINN 2: Sgrìobhadh

	Marks	20-19	18-16	15-13	12-10	9-7	6-4	3-1
Sgrìobhadh	<b>Style and structure</b> The candidate demonstrates:	a close engagement with the task, style and a clear sense of structure	a very good engagement with the task and some style and a good sense of structure	a good engagement with the task and some style and a good sense of structure	some engagement with the task, some structure and an attempt to employ some style in the writing	only a limited engagement with the task and an insufficient sense of structure	little engagement with the task or a limited sense of structure	little engagement with the task and a very limited or no sense of structure
	<b>Language resource</b> The candidate demonstrates:	a wide range of vocabulary, idiom and language structures	a very good range of vocabulary, idiom and language structures	a good range of vocabulary, idiom and language structures	an appropriate range of vocabulary, idiom and language structures	insufficient vocabulary, idiom and/or language structures to convey meaning consistently	a limited range of vocabulary, idiom and language structures	a very limited range of vocabulary, idiom and language structures
	<b>Clarity and accuracy</b> The candidate demonstrates:	a high degree of clarity, fluency and accuracy, consistently achieving effective and immediate communication	a very good degree of clarity, fluency and accuracy, achieving effective and immediate communication	a good degree of clarity, fluency and accuracy, achieving effective communication	a reasonable degree of clarity, fluency and accuracy, achieving communication, even where some parts may not be immediately clear	an insufficient degree of clarity, fluency and accuracy to achieve communication consistently and clearly	a limited degree of clarity, fluency and accuracy, which may impede communication in places	a very limited degree of clarity, fluency and accuracy, which frequently impedes communication

[CRÌOCH STIÙIREADH CEARTACHAIDH]