



Teisteanais  
Nàiseanta  
2025

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**2025 Gàidhlig**

**Litreachas**

**Higher**

**Question Paper Finalised Marking Instructions**

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## General marking principles for Gàidhlig Literature Higher

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Assessment should be holistic. There may be strengths and weaknesses. Focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall performance. 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. It is important to recognise the closeness of the descriptors and consider carefully the most appropriate overall range for the candidate's performance.
- (e) Once you have selected the appropriate range descriptor, follow this guidance
  - where the evidence almost matches the range above, award the highest available mark from the range
  - where the candidate's work just meets the standard described, award the lowest mark from the range
  - otherwise award the mark from the middle of the range.

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

- (f)
  - (i) For questions that ask candidates '**Minich...**' or ask '**Ciamar...**', they must relate cause and effect and/or make relationships between things clear.
  - (ii) For questions that ask candidates '**Seall mar ...**', they must identify parts, the relationship between them, and their relationships with the whole
  - (iii) For questions that ask '**Carson, nad bheachd...**', they 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.

Marks	20-19	18-16	15-13	12-10	9-6	5-1
<b>Knowledge and understanding</b> The candidate demonstrates:	a comprehensive knowledge and understanding of the text  a comprehensive selection of textual evidence to support a relevant and coherent argument	a very clear knowledge and understanding of the text  very clear textual evidence to support an argument which is clearly focused on the demands of the question	a clear knowledge and understanding of the text  clear textual evidence to support the demands of the question	an adequate knowledge and understanding of the text  adequate textual evidence to support a line of thought which has some focus on the question	limited evidence of knowledge and understanding of the text  limited textual evidence to support focus on the demands of the question	little knowledge and understanding of the text  little textual evidence to support 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 analysis of the literary/linguistic/filmic techniques
<b>Evaluation</b> The candidate demonstrates:	a comprehensive evaluative stance and personal response with respect to the text and the task	a very clear evaluative stance and personal response with respect to the text and the task	a clear evaluative stance and personal response with respect to the text and the task	adequate evidence of an evaluative stance and personal response with respect to the text and the task	limited evidence of an evaluative stance and personal response with respect to the text and the task	little evidence of an evaluative stance and personal response with respect to the text and the task
<b>Relevance</b> The candidate demonstrates:	a close engagement with the task, style, and a clear sense 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 show little to no structure in their answer	only a little engagement with the task and show very limited to no structure in their answer

[CRÌOCH STIÙIREADH CEARTACHAIDH]