



National 5  
Course Assessment  
Specification



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# National 5 English Course Assessment Specification (C724 75)

**Valid from August 2013**

This edition: April 2015, version 2.0

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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## Course outline

<b>Course title:</b>	National 5 English
<b>SCQF level:</b>	5 (24 SCQF credit points)
<b>Course code:</b>	C724 75
<b>Course assessment code:</b>	X724 75

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

### Course assessment structure

Component 1 — question paper: Reading for Understanding, Analysis and Evaluation	30 marks
Component 2 — question paper: Critical Reading	40 marks
Component 3 — portfolio: Writing	30 marks
<b>Total marks</b>	<b>100 marks</b>

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

### Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

Guidance on inclusive approaches to delivery and assessment of this Course will be provided in the *Course Support Notes*.

## Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

### Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

### Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of:

- ◆ demonstrating the ability to understand, analyse and evaluate an unseen written text. This will be assessed by a question paper. Over the Course assessment there will be broad parity between the assessment of skills, knowledge and understanding.
- ◆ demonstrating the ability to understand, analyse and evaluate detailed texts in the contexts of literature, language or media. This will be assessed by a question paper.
- ◆ demonstrating application and meeting challenge in applying language skills in the creation of texts. This will be assessed in a portfolio.

### Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

**Grade description for C**

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

**Grade description for A**

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

**Credit**

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

## Structure and coverage of the Course assessment

The Course assessment will consist of three Components:

Component 1 comprises a question paper titled 'Reading for Understanding, Analysis and Evaluation'.

Component 2 comprises a question paper titled 'Critical Reading', which has two sections: one titled 'Scottish Texts' and one titled 'Critical Essay'.

Component 3 comprises a portfolio titled 'Writing'.

### **Component 1 — question paper: Reading for Understanding, Analysis and Evaluation** will have 30 marks.

These 30 marks (30% of the total mark) will be awarded for addressing the challenge of applying reading skills in understanding, analysis and evaluation to one unseen non-fiction text. Assessment will involve learners answering questions to show these reading skills and completing a task that involves inference making and summarising.

The purpose of this question paper is to assess learners' application of their reading skills in a familiar but challenging context, and to provide the challenge of questions and other tasks to be accomplished in a limited amount of time.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ reading skills in the understanding, analysis and evaluation of texts
- ◆ critical reading skills and knowledge of appropriate literary contexts, forms and genres
- ◆ knowledge and understanding from across the Course

This question paper has one Section.

### **Component 2 — question paper: Critical Reading** will have 40 marks.

These 40 marks (40% of the total marks) will be awarded for applying critical reading, knowledge and understanding.

This question paper has two Sections. In each Section, learners must cover a different genre and cannot use the same text twice.

20 marks will be available for each of the two Sections.

#### **Section 1 Scottish Texts 20 marks**

Learners will apply their understanding, analysis and evaluation skills to previously studied Scottish texts from the specified list. These texts will be both contemporary, 20th century and pre-20th century. The list will be refreshed as required and will cover the genres of drama, prose and poetry. An extract from each writer will be provided. Candidates will select an extract and answer questions.

#### **Section 2 Critical Essay 20 marks**

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV, or language by selecting one question and writing one critical essay.

**Component 3 — portfolio: Writing** will have 30 marks

The purpose of this portfolio is to provide evidence of the learner's writing for two different purposes and audiences.

This portfolio will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ writing in different genres
- ◆ writing for a range of purposes and audiences

The portfolio will have 30 marks (30% of the total mark).

The portfolio has one Section.

The portfolio will comprise the production by learners of two written texts that address the main language purposes, namely creative and discursive writing. One text will be broadly creative and the other broadly discursive.

15 marks will be awarded for each writing piece chosen for the portfolio.

## **Setting, conducting and marking of assessment**

### **Question paper 1 — Reading for Understanding, Analysis and Evaluation**

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this question paper in 1 hour.

### **Question paper 2 — Critical Reading**

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this question paper in 1 hour and 30 minutes.

### **Controlled assessment — portfolio: Writing**

This portfolio is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

No assessed piece may be redrafted more than twice.

### **Setting the assessment**

Set by centres within SQA guidelines.

### **Conducting the assessment**

- ◆ conducted under some supervision and control
- ◆ submitted in time to meet a submission date set by SQA
- ◆ created independently by the learner

## **Further mandatory information on Course coverage**

The following gives details of mandatory skills, knowledge and understanding for the National 5 English Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

Course assessment will involve sampling the following skills knowledge and understanding.

### **Component 1 — question paper: Reading for Understanding, Analysis and Evaluation**

All learners should be able to demonstrate understanding of:

- ◆ the distinction between connotative and denotative uses of language
- ◆ the effect of sentence structure and punctuation
- ◆ the effect of metaphorical language
- ◆ the more commonly used conventions of written language
- ◆ skills of inference making and summarising

### **Component 2 — question paper: Critical Reading**

There are two parts. Options exist in each part to allow opportunities for personalisation and choice.

All learners should be able to demonstrate:

- ◆ knowledge of literary forms and genres, including aspects of heritage
- ◆ knowledge of literature, language and media contexts
- ◆ knowledge of literary techniques and devices, including characterisation, use of dialogue, structure, word choice, imagery, tone, narrative stance, mood, creation of a sense of place, theme, conventions of genre, syntax and layout
- ◆ ability to use critical terminology for discussing a wide range of texts, including Scottish texts

### **Component 3 — portfolio: Writing**

All learners should be able to demonstrate:

- ◆ the ability use to use literary techniques appropriate to genre. Devices such as characterisation, dialogue, structure, word choice, imagery, tone, narrative stance, mood, creation of a sense of place, syntax and layout should be used to create particular effects
- ◆ the ability to research, discuss ideas and convey a line of thought

Their choice is not constrained by the mandatory content of Components 1 and 2: question papers.



# Administrative information

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**Published:** April 2015 (version 2.0)

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## History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	2.0	Number of Components updated from 2 to 3 in Course assessment structure, and Structure and coverage sections	Qualification Manager	April 2015

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Assessment Specification.

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