



National 5  
Course Assessment  
Specification



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# National 5 ESOL Course Assessment Specification (C727 75)

**Valid from August 2013**

First edition: April 2012  
Revised: June 2013, version 1.1

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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 ESOL
<b>SCQF level:</b>	5 (24 SCQF credit points)
<b>Course code:</b>	C727 75
<b>Course assessment code:</b>	X727 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: listening; reading and writing	70 marks
Component 2 — performance: speaking and listening	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 is 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:

- ◆ 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

Drawing from personal, social, transactional, work- and study-related contexts, this added value consists of:

- ◆ applying language skills to understand and use detailed written and spoken English

The question paper requires learners to demonstrate aspects of challenge and application of listening, reading and writing skills in everyday life and work- or study-related contexts. Learners will also apply knowledge and understanding of English language from across the Course to answer appropriately challenging questions in these contexts.

The performance requires learners to demonstrate challenge and application of the skills of speaking and listening in a conversation or discussion on a chosen topic in one of the above contexts.

## 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 two Components: a question paper with three Sections and a performance. In the question paper, Section A is titled Listening, Section B is titled Reading and Section C is titled Writing.

The Sections of the question paper are as follows:

### Component 1 — Section A question paper (listening)

The purpose of this Section is to allow learners to demonstrate challenge and application in the skill of listening for information.

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

- ◆ understand detailed language spoken in English
- ◆ identify and explain the overall context, main points and aspects of detail
- ◆ identify and explain clearly expressed opinions or attitudes

This Section of the question paper will have a combined total mark allocation of 20 marks out of a total of 100 marks. This is 20% of the overall marks for the Course assessment.

Learners will listen to one monologue and one spoken interaction. Learners will answer questions in English and respond in English.

### Component 1 — Sections B and C question paper (reading and writing)

The purpose of these Sections of the question paper is to allow learners to demonstrate challenge and application in the skills of reading and writing.

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

#### Reading

- ◆ understand detailed language written in English
- ◆ identify and explain the overall purpose, main points and aspects of detail
- ◆ identify and explain how vocabulary, language features and text structures are used to convey meaning
- ◆ identify and explain clearly expressed opinions or attitudes

#### Writing

- ◆ produce written English using detailed language to convey meaning
- ◆ use structures and vocabulary as appropriate to task
- ◆ use appropriate features of grammar, spelling and punctuation
- ◆ use conventions of style and layout appropriate to task

This question paper for reading and writing will have a combined total mark allocation of 50 marks out of a total of 100 marks. This is 50% of the overall marks for the Course assessment. There is differentiation within each question.

**Section B**, titled 'Reading', will have 25 marks.

Learners will read two texts in English. They will respond to questions in English by using English.

The questions for reading assess understanding, application and analysis skills.

These 25 marks will be awarded for identifying, explaining and showing awareness of features of text, opinions or attitudes and key aspects of detail.

**Section C**, titled 'Writing', will have 25 marks.

Learners will produce two written texts. They will choose one title from the context of everyday life and one from the contexts of either work or study.

Each title will have some limited support for guidance.

The writing question paper will be assessed on the marking criteria addressing content and organisation, use of language, accuracy and appropriateness to purpose and audience.

These 25 marks will be awarded for using appropriate structures, vocabulary and language features to convey meaning.

Each of the Sections will give learners an opportunity to demonstrate challenge and application of knowledge and understanding to answer appropriately challenging context-based questions by drawing on and applying knowledge from across the Course.

### **Component 2 — Performance (speaking and listening)**

The purpose of this performance is to allow learners to demonstrate challenge and application in the skills of speaking and listening. Learners will have a conversation/discussion in English on a chosen topic, responding to questions and initiating and supporting the interaction throughout, as appropriate.

The chosen topic will be from one of the contexts of everyday life, work or study.

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

- ◆ communicate orally in English, using detailed language to convey meaning
- ◆ use structures and vocabulary as appropriate to task
- ◆ maintain interaction as appropriate to task, showing understanding of spoken English

The conversation/discussion may be with another person or group which may include other learners and an interlocutor.

Learners will demonstrate understanding of spoken English by responding to relevant questions.

The performance will have 30 marks out of a total of 100 marks. This is 30% of the overall marks for the Course assessment.

The performance will be recorded.

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

### **Question paper — listening**

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 in 25 minutes.

### **Question paper — reading and writing**

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 in 1 hour and 35 minutes.

### **Controlled assessment — performance (speaking and listening)**

This performance is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under a high degree of supervision and control

Evidence will be internally marked by centre staff in line with SQA marking instructions and centrally verified by SQA.

The learner's performance will be marked in terms of the following seven main characteristics:

- ◆ Organisation, development and communication of ideas/opinions
- ◆ Effectiveness and relevance of contribution
- ◆ Ability to initiate, maintain and support development of the interaction
- ◆ Accuracy and appropriateness of general and specialised vocabulary in context
- ◆ Use of structure to communicate
- ◆ Effectiveness of pronunciation
- ◆ Understanding spoken English

All marking will be quality assured by SQA.

Learners will complete this performance in approximately five to six minutes.

The performance will be recorded.

### **Conducting the assessment**

The production of evidence for assessment will be conducted under a high degree of supervision and control and:

- ◆ within five to six minutes
- ◆ in time to meet submission date set for verification by SQA
- ◆ independently by the learner
- ◆ when the learner is ready

# Administrative information

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**Published:** June 2013 (version 1.1)

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## History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Further information and clarification on scope and structure of the question paper/ performance given in the 'Structure and coverage of Course assessment' section; Description of performance revised; Reference to 'non-fiction' text removed in Section 1	Qualifications Development Manager	June 2013

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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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