



Qualification Verification Summary Report

NQ Verification 2018–19

01

Section 1: Verification group information

Verification group name:	English
Verification event/visiting information	Event/visiting
Date published:	June 2019

National Courses/Units verified:

H23Y 74	National 4	English Assignment — added value unit
HK57 75	National 5	Performance–spoken language
J00T 76	Higher	Performance–spoken language

02

Section 2: Comments on assessment

National 4 Assignment — added value unit

The vast majority of centres verified this session for the National 4 English Assignment (added value unit) offered candidates personalisation and choice in the topics chosen and the research undertaken. A range of written texts — including newspaper articles (print and online), poems, songs, reviews and online media — were being covered. Supportive adaptations of the ‘learning log’ (National 4 unit assessment support package, pages 19–22) were evident in many centres.

There were, however, still a small number of centres offering approaches which did not allow for personalisation and choice. Centres are reminded that the approach taken for the added value unit must allow candidates ‘choice of the selection of the topic’. A whole-class approach to the unit, therefore, does not ‘facilitate personalisation and choice’ and this approach should not be taken by centres.

The National 4 English Assignment added value unit assessment support package remained the most common approach, but many centres had effectively and supportively adapted this to support candidates — for example, dealing with one text at a time rather than a side-by-side approach.

Centres are reminded that at least one of the texts evaluated by the candidate must be a straightforward written text. There were a small number of centres where the approach adopted meant that the requirements of the assessment standards could not be met — for example, where candidates were not required to cover at least one written text, or where additional demand was placed on the unit by the centre by creating additional criteria.

While posters, trailers and similar media texts are suitable for one of the texts being studied, centres must ensure that there is written text included in the sources which can be evaluated.

The majority of centres provided clear evidence of the response to oral questioning relating to assessment standard 1.4. Often this was through simple but effective annotation of the learners' workbooks or written presentation. It was clear that centres were making use of the opportunity to personalise the questions to elicit additional clarity from candidates over aspects that were less clear in their presentations. This was seen as very effective practice.

National 5 and Higher English: performance–spoken language

Centres offered a wide range of engaging tasks for the performance–spoken language element of the course — very often linked to the wider context of learning — for example, presentations linked to discursive essay topics being covered in portfolio–writing, or group discussion linked to aspects of literature being studied for the National 5 exam. These integrated approaches to assessment were seen as good practice.

Assessment judgements

National 4 Assignment — added value unit

Overall, centres were confident in their assessment judgements and were assessing candidates accurately. There was evidence of candidates developing strong independent evaluation skills required for assessment standard 1.1.

In a small number of centres, however, there was too much focus on candidates demonstrating understanding without referring to or evaluating the texts from which this information was obtained. Many centres included the candidates' workbooks alongside their final presentations, and this (and effective use of questioning for assessment standard 1.4) can be used to provide further evidence of assessment standards.

Many centres made effective use of annotation of pupil work to indicate where assessment standards were met within responses. Annotation on pupil work and on assessment records provided clear evidence of internal verification in practice.

Centres are reminded that the standards and requirements specified in columns one, two and three of the judging evidence table for added value must all be considered when assessing candidates.

For assessment standard 1.1, candidates must show that they can ‘evaluate’ at least two straightforward texts ‘using critical terminology’. Presentations that focus solely on providing information without evaluation are unable to meet this assessment standard.

A very small number of centres did not include sufficient evidence to clarify the basis of their judgement to award assessment standard 1.4. For this assessment standard centres are reminded that the evidence required in relation to the candidates’ responses to oral questions should be in the form of: written or oral response(s) from the candidate. Oral evidence could include:

- ◆ a recording of a candidate’s oral response(s)
- or
- ◆ a detailed checklist of a candidate’s oral response(s)
- or
- detailed observation notes

This detail should be in the form of specific examples of the candidates’ spoken contribution — for example, by brief quotations or by overview of the reply.

National 5 and Higher English: performance–spoken language

The vast majority of centres provided clear detail in their evidence to support the basis of their judgements. Centre samples showed that assessors were evidencing individual aspects of performance with clear evidence of how candidates had achieved the aspects of performance. Documentation was very much in line with that exemplified on the Understanding Standards website.

03 Section 3: General comments

The majority of candidates were engaged in tasks that offered both personalisation and choice, and the opportunity to deepen learning. The majority of centres presented materials for verification clearly, and simple but effective annotation of candidate work by assessors helped evidence the basis on which assessment judgements were made.

Centres are advised to submit the learning log’ (National 4 unit assessment support package, pages 19–22) alongside the final presentation during future rounds of verification to widen the range of evidence available.

The documentation accompanying oral evidence was, on the whole, very much in line with that exemplified on the Understanding Standards website, and centres should look to these exemplars when preparing candidates/conducting their ongoing internal verification.