

National 5 Chemistry



Guidance on gathering key evidence for producing estimates in session 2020–21

This document provides subject-level guidance to SQA approved centres on gathering key evidence to support estimates for National 5 Chemistry in session 2020–21. You should read this guidance alongside [National Courses: guidance on gathering evidence and producing estimates](#) and the SQA Academy resource, [Quality assurance of estimates for National Courses](#).

This document also includes information on subject-level assessment resources.

Gathering key evidence to produce estimates for National 5 Chemistry

Every year you provide estimates for your candidates. This document and *National Courses: guidance on gathering evidence and producing estimates* will give you additional support and guidance to support your decision making for session 2020–21. Evidence should be gathered later in the course, as a realistic reflection of a candidate's attainment. It is important to note that it is not the **quantity** of evidence, but the **quality** of evidence, in relation to its predictive value, that will support you during the estimation process.

The following types of key evidence are likely to provide a good predictive value and may be helpful, although there may be other types of key evidence you feel you would like to use.

Types of key evidence and assessment resources

The **key pieces** of evidence in Chemistry are:

- ◆ an examination, covering as much of the course as possible
- ◆ an end-of-course test or top-up examination that includes the areas of the course not covered in the first examination
- ◆ end-of-topic tests that include grade A marks, which may be used as supplementary evidence to support the above examinations

You must gather these pieces of evidence in closed-book conditions and under a high degree of supervision and control. The closer the evidence is to the standard, format and duration of the National 5 Chemistry question paper the more realistic and reliable your estimates should be. You should form holistic judgements when considering candidate evidence and give greater weight to the evidence that mirrors the SQA question paper most closely.

Examination

This assessment should replicate, as closely as possible, the SQA question paper in style, duration, level of demand, and conditions of assessment.

You may need to adjust the cut-off scores you use from notional, so that they are appropriate for your instrument(s) of assessment. Where it is necessary to split the examination over a number of class sessions, you should raise the cut-off scores to reflect this.

Detailed guidance on examination construction, level of demand, breakdown of past National 5 question papers and guidance on producing evidence and estimates will be published on the [National 5 Chemistry Understanding Standards](#) website in due course.

End-of-course test and top-up examination

As examinations in centres tend to take place before the course is completed, it is important that you have candidate evidence to support the remaining part of the course. The best way to gather this evidence is through an end-of-course test or a top-up examination. This assessment should sample the knowledge and skills not covered in the main examination. It should also sample content from the earlier parts of the course. It is important that no questions are repeated between the assessments, as all questions should be unseen.

You should use all the key evidence you gather to help you form a judgement about the estimated grade. Your judgement should be holistic rather than focusing only on the piece of key evidence that gives the best grade.

End-of-topic tests

End-of-topic tests, which include questions containing grade A marks, provide useful supplementary evidence. These tests should contain around 30% grade A marks to ensure that they are of an appropriate level of demand.

On their own, end-of-topic tests do not have high predictive value. They tend to focus on specific subject content and test limited knowledge. Their focus is on testing knowledge and understanding rather than skills, and they rarely ask candidates to integrate knowledge and skills. You may need to adjust the cut-off scores you use from notional, so that they are appropriate for your instrument(s) of assessment.

Assignment

The assignment has been removed from the National 5 Chemistry course for session 2020–21. You should not include any candidate evidence relating to the assignment when making your estimates.

Using additional assessment resources for session 2020–21: key information

It is important that you use valid and reliable assessment when gathering evidence to produce estimates for National 5 in session 2020–21.

In National 5 Chemistry, SQA will provide a question paper for session 2020–21, which you can use when gathering evidence to support your estimates. Please note that the marking instructions have not been standardised based on candidate responses. You may therefore

need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

The National 5 question paper will only be available on SQA's secure website — you must treat this confidentially, in the same way as other live assessment materials.

You should carefully consider how best to use this material to support candidates, to integrate with your programme of learning, and to help you collate evidence of candidate attainment. Given current public health advice and to maximise learning and teaching time, it is important to stress that there is no expectation that schools and colleges hold a formal diet of prelims for National 5. One of the key reasons for moving to an alternative model was to create additional teaching time through removing the need for prelims and replacing the final examination diet with more flexible classroom-based assessment.

If you use a question paper in part or in its entirety, you should remind candidates that they must not discuss the content of the paper with anyone, including friends, family or on social media.