

# National 5 Religious, Moral and Philosophical Studies (RMPS)



## 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 RMPS 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 RMPS

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

For National 5 RMPS in session 2020–21, key evidence only needs to come from the question paper component; there is no requirement for candidates to complete an assignment. However, any assignment evidence you do have for a candidate can still be considered for estimate purposes.

There is flexibility in how you gather evidence. The most robust evidence for the question paper component, in terms of providing breadth, depth and level of challenge, is that which has been generated using an assessment that replicates, as far as possible, the SQA question paper. This does not need to be produced on a single occasion if this is not practical under restrictions current at the time of the assessment, however it should be done under supervision and control, where possible.

Other evidence relating to the question paper component may include unseen shorter assessments that have appropriate timings and that are conducted under supervision and control, where possible. For example, an assessment which replicates two sections of the question paper, or class tests that cover knowledge and understanding content from a context once it has been taught. It should be noted that shorter assessments are likely to provide less breadth, depth and challenge than a full assessment, and this should be considered if they are being combined and used for estimate purposes.

## **Assessment resources**

Assessment resources that you can use to generate candidate evidence include:

- ◆ questions from SQA past papers and the specimen question paper
- ◆ adapted questions from SQA past papers and the specimen question paper
- ◆ centre-devised assessments that are quality assured to national standards

SQA past papers and the specimen question paper are in the public domain and can be readily accessed by candidates and therefore, in their entirety, do not form suitable assessment tasks. You can, however, extract and adapt questions from these papers for use in centre-devised assessment tasks.

## **Additional resource for session 2020–21**

SQA will provide a quality-assured National 5 RMPS question paper for session 2020–21, which you can use when gathering evidence to support your estimates. There is flexibility in how you may use this resource, such as:

- ◆ as one full assessment conducted under supervision and control, where possible
- ◆ as a series of shorter assessments conducted under supervision and control, where possible, and with appropriate timings, for example section 1 in 45 minutes; sections 1 and 2 combined in 1 hour 30 minutes
- ◆ to deconstruct and use as appropriate — for example, where you have not been able to cover a content area that is included, you may wish to replace that question with one that is more appropriate and of comparable demand

Please note, this question paper is being provided as an assessment resource and is not mandatory.

## **Component 1: question paper**

The question paper gives candidates an opportunity to demonstrate application of skills and breadth and depth of knowledge and understanding from across the course.

You should aim to deliver the course as normal, although learning and teaching may be disrupted this session, which will make this more challenging. You are free to decide the timing and depth of delivery of the course content. However, it is important that candidate evidence for estimates samples content from each of the three sections of the course:

- ◆ World Religion
- ◆ Morality and Belief
- ◆ Religious and Philosophical Questions

The National 5 RMPS Course Specification explains the skills, knowledge and understanding associated with the question paper in more detail.

## **Assessment advice**

Challenge within the knowledge and understanding element of the question paper is embedded in the types and range of questions across the paper and the marks available for each. Across the whole question paper there should be a mixture of A-type and C-type questions. Approximately 50% of questions should be accessible to C-grade candidates and 30% should be accessible to A-grade candidates.

The distribution of marks can range from 3 to 8 marks and the types of responses expected from candidates will range from short answers to extended answers. The basic marking principle is 1 mark for a point and an additional mark for each point of development to a maximum of 4 marks.

It is important that the evidence accurately reflects the mandatory content, as detailed in pages 4 to 9 of the National 5 RMPS Course Specification. All questions should be based on this content.

## **Component 2: assignment**

In line with the modifications that were planned for National 5 RMPS, candidates are not required to complete an assignment for session 2020–21. Therefore, you do not need to consider this component when deciding the final estimated grade for each candidate.

If a candidate has already completed or partially completed their assignment, you can use this as supporting evidence, alongside other key evidence, when carrying out a holistic review of their performance. Candidates tend to perform better in the assignment than the question paper and you should take this into consideration when producing your estimates.

The National 5 RMPS Course Specification and the Assignment Assessment Task explain in detail the skills, knowledge and understanding associated with the assignment.

## **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 RMPS, 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 papers will only be available on SQA's secure website — you must treat these confidentially, in the same way as other live assessment materials.

You should carefully consider how best to use these materials 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.

### **Understanding the national standard**

Examples of candidate responses from the 2018 National 5 question paper, along with associated commentaries, are available on [SQA's Understanding Standard website](#).

The marking instructions for the specimen question paper and past papers detail how marks are allocated for each question type and provide short sample responses that exemplify the allocation of marks.

Assignment candidate exemplars and associated commentaries are also available on the [Understanding Standards website](#).

You may also find the annual course reports, which are published on the [National 5 RMPS subject page](#), useful.

### **Summary**

You should base your estimates for National 5 RMPS on a holistic review of a candidate's performance based on demonstrated attainment of:

- ◆ knowledge and understanding from across the course content
- ◆ responses to the different question types
- ◆ assignment evidence, if available