



Alternative Certification Model 2020–21: National QA Exercise Key Messages

Subject	French
Level	National 5

This report provides information on themes emerging from the national quality assurance exercise, which is part of the Alternative Certification Model for National 5, Higher and Advanced Higher courses.

A sample of candidates' assessed work from selected centres was reviewed to determine whether assessment was in line with the national standard. The evidence submitted may have been partial or incomplete and is unlikely to have represented all of the evidence that will be gathered to allow the centre to determine a provisional result.

The centres selected for review in this subject and at this level have been provided with specific feedback on the evidence that they submitted. The comments below highlight key points about the assessment approaches and instruments used and the sampled centres' assessment judgements, for all centres delivering the subject at this level to reflect upon and make any appropriate adjustments.

Section 1: Comments on approach to assessment

Centres submitted a wide variety of assessment evidence from across the course, including reading, listening, writing and performance-talking, along with a range of learner attainment in these components.

Several centres made effective use of the SQA question paper 2020–21. Some centres used a commercially produced question paper, which contained appropriate course coverage and was in line with national standards. A few centres devised their own assessments using a range of SQA past papers or commercially produced papers, which had appropriate course coverage and level of demand.

Centres included marking instructions and, in general, these were applied effectively.

There were a few instances where the length of the performance-talking went beyond the recommended duration. This is not always to the benefit of candidates. Centres should refer to the SQA National 5 course specification document on guidelines for conducting the performance-talking. Centres may also wish to refer to the Understanding Standards materials for performance-talking available at: <https://secure.sqa.org.uk/>

All centres provided detailed evidence of internal quality assurance procedures, including notes clearly demonstrating how assessment judgements were made. A number of the centres reviewed are to be commended for their approach to assessment and internal quality assurance.

Section 2: Comments on assessment judgements

Centre evidence showed a real sense of engagement from candidates and the feedback provided by the assessors was detailed, helpful and supportive. Centres took a positive approach to marking.

Candidates were broadly successful in meeting the required standards of attainment for this course.

On the whole, centre assessment judgements were consistently in line with national standards in the performance-talking, writing and listening evidence. Nevertheless, there were instances in the reading evidence where marking instructions had been applied too leniently and/or inconsistently. Centres should be aware of this when making their own assessment judgements.

Some centres included annotated marking instructions, which detailed clearly other possible acceptable answers, resulting in a high level of consistency. This is good practice.

There was clear evidence from centres of thorough, detailed and highly effective internal quality assurance processes, and this was often supported by participation in wider local authority activity.

There was clear evidence that teachers and lectures are working hard to encourage and develop the skills, knowledge and understanding necessary for the course.