

**NATIONAL 5
STUDENT GUIDE**

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NATIONAL 5 ENGLISH - INTRODUCTION

- The main purpose of each Course at **National 3/4/5 and Higher English** is to provide you with the opportunity to develop the **skills of listening, talking, reading and writing** in order to **understand and use language effectively**.
- The National 5 Course will promote the development of your **literacy skills**.
- You will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Summary of Course Aims

The **National 5 English Course** offers you the opportunity to develop and extend a wide range of skills. In particular, the Course aims to enable you to develop the ability to:

- ◆ listen, talk, read and write, as appropriate to **purpose, audience and context**.
- ◆ **understand, analyse and evaluate texts**, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- ◆ **create and produce texts**, as appropriate to purpose audience and context
- ◆ apply knowledge and understanding of language across your learning and in your daily life

COURSE CONTENT

The successful student in **National 5 English** will have achieved the outcomes in each of the **component units** shown on pages 5 and 6.

To be eligible for presentation for the National 5 Prelim a student should meet the requirements for this proposed level of presentation as outlined on page 7.

ASSESSMENT

The award of **National 5 English** will be based on a combination of **internal and external assessment**. To gain the award, you must achieve a pass in all the component units of the course as well as a pass in the external assessment.

External assessment will provide the basis for grading your attainment through an **External Examination** made up of two papers and a **Portfolio of Writing**.

ENGLISH PRESENTATION POLICY FOR NATIONAL QUALIFICATION COURSES

COURSE ENTRY LEVELS

You should note that the successful completion of an English course in S4-6 depends upon each of the following criteria:

1. Your progression from Courses you have successfully completed in this subject in S3, S4 and, if applicable, S5.
2. Realistic awareness of your own strengths, development needs, ability and aptitude in this subject.
3. The recommendation made to you at the end of S3/4 and the advice given to you by your current class teacher based upon your attainment during the course.

It is essential that you begin the course at the appropriate level for you. Your teacher will take into account your performance in the English and Literacy experiences and outcomes by the end of S3 and/or your performance in National 4 in S4, as appropriate. This will prevent serious difficulties at a later stage.

NATIONAL 5 ENGLISH COURSE ENTRY LEVELS

- ◆ Pupils who have achieved a minimum standard of attainment as demonstrated in **reading, writing, listening and talking** at **Fourth Level** in S3 are recommended for National 5 English in S4.
- ◆ Pupils who have attained National 4 English.

Progression routes from National 5

- Higher English in S5/6
- Other appropriate subject qualifications at SCQF level 5
- Exit to employment
- Further Education

PERSONAL TARGET SETTING

It is expected that students will demonstrate high levels of commitment and motivation to coursework and homework. Furthermore, students must engage in ongoing revision of the texts and techniques studied.

Use this section of your profile to help you set your targets at an appropriate level.

My Curriculum for Excellence Level for English/Literacy at the end of S3	<input type="radio"/> Third Level D / C / S <input type="radio"/> Fourth Level D / C / S
---	---

My National 4 attainment in S4	<input type="radio"/> Pass
My Presentation Level at the beginning of S4/S5 (Circle)	<input type="radio"/> National 4 <input type="radio"/> National 5

My Target Grade at National 5 is	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
---	--

AUGUST: Pupil Signature _____ **Date** _____

NATIONAL 5 ENGLISH

COURSE CONTENT AND PATTERN OF ASSESSMENT

COMPONENT UNIT		CLASSROOM STUDY	INTERNAL ASSESSMENT <i>*internal assessment only</i>	EXTERNAL ASSESSMENT PORTFOLIO (March)	EXTERNAL EXAMINATION (Added Value) (+ PRELIM)	MARKS AVAILABLE & PERCENTAGE of COURSE VALUE
1	Analysis and Evaluation Outcomes: Understand, analyse and evaluate (UAE) - 1. detailed written texts 2. detailed spoken language	Study of detailed texts in contexts of literature, language or media	Summative Written or Group Discussion TASK 1 Reading – UAE Close Reading: fiction or non-fiction text TASK 2 Listening*	NA	READING for UNDERSTANDING, ANALYSIS and EVALUATION (RUAE) Non-fiction Text One Hour	30 Marks 30%
		1. Reading UAE/Critical Reading 2. Critical Essay writing 3. Specified Scottish Text	Formative – Written (i.e. exam practice) - Critical Essay - UAE: Specified Scottish Text	NA	CRITICAL READING Part 1 – Critical Essay 45 minutes Part 2 – Scottish Text 45 minutes	Part 1 = 20 Marks Part 2 = 20 Marks 40%

COMPONENT UNIT & OUTCOMES	CLASSROOM STUDY	INTERNAL ASSESSMENT *internal assessment only	EXTERNAL ASSESSMENT PORTFOLIO (March)	EXTERNAL EXAMINATION	MARKS AVAILABLE & PERCENTAGE of COURSE VALUE
2 Creation and Production Outcomes: 1. Create and produce detailed written texts 2. Take part in detailed spoken interactions	Create and produce detailed texts in a chosen context	Summative Writing: - Creative <i>OR</i> - Discursive One written text using detailed written language	Writing Portfolio Creative Piece <i>PLUS</i> Discursive Piece Maximum 1,000 words each piece	NA	Item 1 = 15 Marks Item 2 = 15 Marks 30%
	1. Writing in different genres and for a range of purposes and audiences 2. Technical Accuracy in Writing 3. Talk/Discussion	Summative - Talk/ Discussion* One spoken interaction using detailed language	NA	NA	NA

REMEMBER:

To gain an overall award and qualify for presentation in English at National 5, you must achieve a pass in all of the component units of the course.

PRELIM PRESENTATION

As stated above, the English Department aims to prepare and present pupils for success in external examinations at an appropriate level. Staff will record and monitor pupil progress and attainment throughout the course in order to determine the most appropriate level of presentation.

The following factors will be used to determine whether PRELIM presentation is suitable:

- a) Performance in preparation and presentation of Writing (Unit 2)
- b) Performance in timed internal assessment of Reading for UAE (Unit 1)
- c) Performance in timed Scottish Text UAE (Unit 1)
- d) Performance in timed Critical Essay without access to text or notes (Unit 1)
- e) Performance in the outcomes involving Watching, Listening and Talking

Prelim performance will then determine the decision regarding the level at which you will be presented for the final examination.

To be eligible for presentation for the National 5 Prelim a student should have achieved the following at the intended level of presentation:

- a) submitted the final draft of two Writing pieces at National 5 (Unit 2) and passed this outcome by meeting the appropriate Assessment Standards at Higher
- b) completed a practice National 5 Reading for Understanding, Analysis and Evaluation Unit Assessment (Unit 1) within one hour and with a score of at least 15/30
- c) completed a practice National 5 Scottish Text Critical Reading assessment within 45 minutes and with a score of at least 10/20
- d) completed a National 5 Critical Essay on a Drama or Poetry text studied in class in response to an unseen question (without access to the text or notes) within 45 minutes and with a score of at least 10/20.

Please take this booklet home and ensure that it has been read and signed by both you and your parent/carer before the end of AUGUST.

Pupil's Name _____ **Class** _____

Teacher's Name _____

I have read and acknowledged the course information.

Parent's/Carer's Signature _____ **Date** _____

**NATIONAL 5
INTERNAL ASSESSMENT
RECORD OF ACHIEVEMENT/OUTCOMES
December 2014**

This page of your Student Profile should be used to record completion and/or assessment of each of the component units of the course. This information should be complete before you undertake the preliminary examination.

UNIT	OUTCOME	INTERNAL ASSESSMENT		EXTERNAL ASSESSMENT	
		Date Completed	Pass/Mark	Marks Available	Weighting
1. Analysis and Evaluation	Reading for understanding, analysis and evaluation		Pass / Fail	30	30%
	Listening		Pass / Fail	NA	NA
	Critical Reading Scottish Text		/20	20	20%
	Critical Essay: Drama or Poetry		/20	20	20%

2. Creation and Production	2 pieces drafted for inclusion in the Folio	Creative	Pass / Fail	15	30%
		Discursive	Pass / Fail	15	
Writing Folio					

Pupil's Name

Class _____

Teacher's Name

*I have read and acknowledged my son's/daughter's
Record of Achievement as at December 2014*

Parent's/Carer's Signature _____

Date _____

If you have changed from National 5 to National 4 level, please complete the following Record of Achievement/Outcomes.

NATIONAL 4 ENGLISH

INTERNAL ASSESSMENT

RECORD OF ACHIEVEMENT/OUTCOMES

This page of your Student Profile should be used to record completion and/or assessment of each of the component units of the course.

UNIT	OUTCOME	INTERNAL ASSESSMENT	
		Date Completed	Pass/ Mark
1. Analysis and Evaluation	Reading for understanding, analysis and evaluation – 1 written text		Pass / Fail
	Listening – 1 media text		Pass / Fail
2. Creation and Production	Writing 1 writing piece drafted for your Folio		Pass / Fail
	Talking 1 presentation or talk, including questions		Pass / Fail
3. Literacy Assessment	Reading		Pass / Fail
	Listening		Pass / Fail

	Writing		Pass / Fail
	Talking		Pass / Fail

4. Assignment	Based on your chosen topic you must complete one of these two tasks:	One piece of writing (700-800 words)	Pass / Fail
		One oral presentation (5 minutes long)	

UNIT 1 – ANALYSIS AND EVALUATION

The purpose of this Unit is to provide you with the opportunity to develop listening and reading skills in the contexts of literature, language and media. You will develop the skills needed to **understand, analyse and evaluate detailed texts**, including Scottish texts.

The skills you learn will assist with *both* **internal assessment** (Reading for Understanding, Analysis and Evaluation plus Watching and Listening) *and* the **external examination** (Section I – **Reading for UAE** and Section II – **Critical Reading: Critical Essay and Scottish Text**).

In order to complete this unit successfully you must achieve **two outcomes**:

OUTCOME 1:

Understanding, Analysing and Evaluating Detailed Written Texts

The objective of this outcome is for you to be able to understand, analyse and evaluate (UAE) fiction and non-fiction print texts.

Put simply, Outcome 1 is concerned with your skills in **Reading**.

There are 4 elements to this Outcome:

1. **Reading for Understanding, Analysis and Evaluation: Internal Assessment**
2. **Reading for Understanding, Analysis and Evaluation: External Examination**
3. **Critical Reading: External Examination**
4. **Scottish Text: External Examination**

1. **Reading for Understanding, Analysis and Evaluation: Internal Assessment**

For **internal assessment** purposes you are required to answer **one** set of restricted response questions on **one** fiction or non-fiction print text. The assessments will be completed under controlled conditions which your teacher will explain. You will also complete practice close reading exercises to help develop your skills in understanding, analysis and evaluation for the examination.

The **text** you will be asked to read and respond to will be **either** a fiction **or** a non-fiction text. It will always convey detailed information: for example, by the number and relationship of the ideas it contains, the density of its detail, the variety of its language structures and vocabulary.

The **skills** you are required to demonstrate must be shown through your ability to:

- Identify and explain the purpose and audience, as appropriate to genre;
- Identify and explain the main ideas and supporting details;
- Apply knowledge and understanding of language to explain meaning and effect, using appropriate critical terminology.

Outcome 1 will be assessed in school and the results recorded by you or your teacher. You must pass each of the Assessment Standards in order to gain an overall pass. It is important that you monitor your progress and performance in this outcome.

2. Reading for Understanding, Analysis and Evaluation: External Examination

For **examination** purposes, you will be assessed for your ability to apply reading skills in understanding, analysing and evaluating a **non-fiction text**.

How to Maximize your Performance in Reading for Understanding, Analysis and Evaluation (UAE):

In both the Reading UAE Unit Assessment and Examination the total number of marks available will be 30. Questions will include inference-making and summarising questions.

The marks gained for this paper at all levels will constitute 30% of the overall award.

Success in the Reading UAE Exam Paper depends upon two key elements:

1. **your ability to understand, analyse and evaluate non-fiction print text:**
 - **U - understand** the content of the text (what the writer has said)
 - **A - analyse** the techniques used in the text (how the writer has said it)
 - **E - evaluate** the effectiveness of the text (how well, in your opinion, the writer has handled the topic, achieved his/her purpose)
2. **your ability to respond effectively to the questions posed in the exam - in other words, effective exam technique.**

Your ability to cope with each of these elements will be enhanced significantly by taking both an **active and proactive approach** both to **reading and revision**. This means you have to develop your own personal reading and study habits beyond the teacher-led learning which takes place in the classroom.

Top Tips for Preparation and Response to Reading UAE Questions:

- **READ! :**

The best preparation for a Reading UAE paper is to **read good quality texts**.

- **Directed Questions;**

The Examiners are not trying to trip you up or catch you out in the Reading UAE exam. They make very clear for your benefit exactly what you have to do in your answers in order to be successful! Every question in Reading UAE is what is known as a **Directed Question**. You must endeavour to **give the examiner exactly what is being looked for** ("directed") **in your answer**.

- **Number of Marks** available (see below)
- **The Rubric** (sometimes called *Examspeak*) - i.e. the words used in the question: "*Comment on ...*" / "*Show how ...*" / "*Explain in detail ...*" / "*In your own words ...*" You must learn to recognise the type of language or wording used in the examination paper so that you understand exactly what every question is asking you to do. Pay particular attention to **words or phrases** highlighted in **bold**!
- **Line References:** Many candidates lose marks unnecessarily because they do not refer to the correct part of the passage in their answers. It is essential that you comply with line references. A suggested strategy to employ during the exam is for you to use a **highlighter pen** to identify specific sections of the text.

- **Number of Marks - Match Points with Marks!**

- **Every mark counts! Answer every question fully.**
- The number of marks available for each question will be stated clearly at the end of each question. **Do not throw away valuable marks by ignoring this information!**
- The number of points you make in each answer will need to be related in some way to the number of marks available. **If you recognise the type of question you are being asked, you should recognise what kind of an answer is required.** See below.
- **Sub-Headings and Bullet Points:** It can help both you and your marker if you present the main points in your answer using **sub-headings** and **bullet points**. Using past papers and marking schemes, your teacher will give you helpful advice on/examples of occasions when you can use bullet points to set out your answer effectively. For example, if a question asks you to "*Show how the writer's use of language ...*" achieves a particular effect or impact, you could make clear which aspects of language you are going to refer to in your answer by using headings such as Imagery / Word Choice / Sentence

- Structure ... You could then use separate bullet points for **presenting textual evidence** (Quotation), **explaining relevant aspects** of meaning or technique, and **evaluating the effectiveness/impact** (UYOW - using your own words).
- **Get to the point!** : You can lose both **valuable marks and time** in the exam if you do not give a clear and direct answer to the question. **There is absolutely no credit to be gained in restating the wording of the question in your answer!**
 - **UYOW and Quotation**
 - When answering the questions, **use your own words** as far as is reasonably possible and **do not simply repeat the wording of the passage**.
 - You should aim to use your own words for all types of questions - U, A and E. **The best way to show understanding** - i.e. to convince the marker you are a strong candidate who has engaged fully with the text - **is to use your own words!**
 - **Be Specific!** : Many types of question require you to use **quotation** as well as your own words in the answer. The golden rule for using quotation is **always to select specifically/precisely** the words you are going to use in your answer. In questions about **word choice**, for example, you will **gain more marks for quoting a single word and making a developed comment about it** than you ever will by quoting lots of words and saying very little about any of them!
 - **Types of Questions**
 - Every year the texts used by the SQA will be different, but essentially the **types of questions** you are asked will be very similar - indeed they should be very familiar to you by the time you get to the exam! You must learn to spot the specific types of questions you will be asked and respond by using the appropriate "ingredients" or "formulae" that you will have learned in class.
 - Questions which ask you to **identify the audience and purpose** of a text
 - Questions which ask you to **explain the meaning/impact of a word or phrase**
 - Questions which ask you to **make inferences**
 - Questions which ask you to **summarise**
 - Questions about **sentence structure**
 - Questions about **punctuation**
 - Questions about **openings and/or conclusions**
 - Questions about **a linking sentence**
 - Questions about **tone**
 - Questions about **how the author uses language** (to draw attention to something)
 - Questions about **word choice**
 - Questions about **imagery**

UNIT 1 – ANALYSIS AND EVALUATION

3. Critical Reading: External Examination

The objective of this element of the Course is for you to be able to respond critically to imaginative texts which you have studied.

The **Critical Reading Exam** (Section II) will assess your ability to apply your understanding, analysis and evaluation skills to a previously studied text(s) from one of the following genres:

- **Prose** (novel(s) or a selection of short stories)
- **Poetry** (a selection)
- **Drama** (a single play)
- **Film and TV Drama**
- **Language**

Critical Essay

The **skills** you learn will assist your performance in both internal assignments and the external examination for the **Critical Essay**.

You will be required to write **one** Critical Essay in the exam.

Before you are assessed in the external exam you will develop the skills needed to understand, analyse, evaluate and respond to a range of texts in a range of genres. You will discuss, take notes and practise writing critical essays on the texts which you study.

In order to demonstrate skill which goes beyond the standard required for a pass, each critical essay should give evidence of some of the following:

- insight into key elements and central concerns of the text(s)
- detailed explanation of how these are presented and developed
- insight into the writer's use of literary/linguistic technique
- perceptive and appreciative engagement with the text(s)
- skilful use of textual evidence
- consistently accurate expression and use of critical terminology

You and your teacher will record the results of all of the critical essays which you have completed during the course.

It is important that you monitor your progress and performance in this outcome.

Top Tips for Writing a Successful Critical Essay

In the exam for **National 5**, you must write **one critical essay** from one of the following genres: drama/prose/poetry/media. This essay is worth 20 marks. The marks gained for this part of the Critical Reading paper will constitute 20% of the overall marks. You cannot write on the same text as the one used for the Scottish Set Text part of the exam.

What the examiner is looking for:

- that you can select an appropriate task for your text
- that you can write an essay addressing all the requirements of this task

SQA National 5 Critical Essay - Exemplar:

Choose a novel or short story in which the author creates a character whom you dislike.

With reference to appropriate techniques, show how the author has created this character and why you dislike him/her.

Look again at the first sentence of the task:

Choose a novel or short story in which the author creates a character whom you dislike.

This will help you decide if you can answer on your text. It is sometimes referred to as "**The Gateway**".

Look at the second sentence of the task:

With reference to appropriate techniques, show how the author has created this character and why you dislike him/her.

This will tell you what you actually need to include/do in your essay.

How to set out your essay in a way which will help bring you success:

In every **introduction** remember **TART**:

T - **text**

A - **author**

R - **reference** back to

T - **task**.

Then, in no more than one or two sentences, write a very brief summary of the text, referring to literary techniques such as setting, theme, characterisation and any other relevant feature.

In **every paragraph** in the main body of your essay, you will need to remember **SELECT**:

S - **statement** of what the paragraph is going to be about (use **Topic Sentences**)

E - **evidence/example** like a quotation or close textual reference to back up this statement

L - **literary technique** used in this evidence

E - **explanation** of the **effectiveness** of the technique used in the evidence

C - evaluative **comment** on the evidence

T - reference back to the **task**

In the **conclusion** of the essay, remember: nothing new!

Refer once more to the task and the aspects of the text you have highlighted in your essay.

Critical Essay – Success Criteria

The following grid summarises key elements of the critical essay that the markers are looking for. It can be used in both self and peer assessment activities – for example using a “response partner” to provide feedback on your work. A response partner is someone (not your teacher) who tells you the truth about your work and helps you to make it better.

Skill Demonstrated – My Critical Essay Targets	Future Target	Target Met	Area of Strength
1. Relevant to Task			
2. Show Knowledge of Text			
3. Show Understanding of Central Concerns			
4. Show Personal Insight/Reaction			
5. Show Awareness of Technique/Genre			
6. Use Critical Language/Literary Terms			
7. Use Quotations/Textual Evidence			
8. Write Accurately			
Overall Strengths of the essay:	Targets for Improvement:		
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		

UNIT 1 – ANALYSIS AND EVALUATION

4. Scottish Text: External Examination

The objective of this element of the Course is for you to be able to respond critically to an imaginative Scottish text which you have studied.

In addition to the Critical Essay, the **Critical Reading Exam** (Section II) will assess your ability to apply your understanding, analysis and evaluation skills to a previously studied **Scottish Text(s)** from a list set by the SQA.

The **text** you will be asked to read and respond to will always be **fiction**. You will be expected to analyse and respond to a text drawn from the following genres:

- **Prose**
- **Poetry**
- **Drama**

The **skills** you are required to demonstrate must be shown through your ability to:

- **U - understand** the content of the text (what the writer has said)
- **A - analyse** the techniques used in the text (how the writer has said it)
- **E - evaluate** the effectiveness of the text (how well, in your opinion, the writer has handled the topic, achieved his/her purpose).

You will be required to demonstrate your knowledge and understanding of an **extract** of the text and will also **answer a question which draws on your wider knowledge and understanding of the text(s) and/or writer**.

You will choose **one extract** from a choice of extracts from the set texts.

You will be expected to give both **restricted responses** (short answers – like those for close reading) and **extended responses** (short essays – “mini” critical essays).

You and your teacher will record the results of all of the critical essays which you have completed during the course.

It is important that you monitor your progress and performance in this outcome.

UNIT 1 – ANALYSIS AND EVALUATION

Reminder: The purpose of this Unit is to provide you with the opportunity to develop listening and reading skills in the contexts of literature, language and media. You will develop the skills needed to **understand, analyse and evaluate detailed texts**, including Scottish texts.

OUTCOME 2:

Understanding, Analysing and Evaluating Detailed Spoken Language

The objective of this outcome is for you to be able to understand, analyse and evaluate a range of media and spoken texts.

Put simply, Outcome 2 is concerned with your skills in **Reading, Watching and Listening**.

You will do this by watching and listening to an extract from a film, television programme, trailer or commercial/advert and then answering a set of questions which will require you to:

- Identify and explain the purpose and audience;
- Identify and explain the main areas and supporting details;
- Apply knowledge and understanding of language to explain meaning and effect.

Your assessor will let you know how the assessment will be carried out and any required conditions for doing it.

To pass this task you will need to watch and/or listen very carefully

The topic will be decided by your teacher.

- ◆ You will be shown a short extract from a film/television programme/radio programme/commercial advert or trailer which will last between two and six minutes.
- ◆ You will be given a series of questions about the text.
- ◆ You may write your responses to the questions and/or provide your response orally.
- ◆ Your teacher will play the extract twice but you may ask to see/hear it as many times as is helpful to you.
- ◆ You may take notes throughout. These will not be assessed but may be useful for you.

You and your teacher will record the results of all of the spoken language assignments which you have completed during the course.

It is important that you monitor your progress and performance in this outcome.

UNIT 2 – CREATION AND PRODUCTION

The purpose of this Unit is to provide you with the opportunity to develop talking and writing skills in a range of contexts. You will develop the skills needed to **create and produce detailed texts** in both written and oral forms.

In order to complete this unit successfully you must achieve **two outcomes**:

OUTCOME 1:

Create and produce detailed written texts for a range of purposes and audiences.

The objective of this element is for you to be able to compose two individual pieces of writing, one from each of the following genres – Creative and Discursive.

For **internal assessment** you are required to compose **one** piece of writing which is either **creative** or **discursive**. Unit assessment will take place in November. Before you are assessed you will be given opportunities to research, discuss and take notes, and in so doing develop the necessary skills with the support and advice needed.

In order to achieve this outcome you must produce **two** pieces of writing which are:

- entirely your own work
- written in controlled conditions which your teacher will explain
- a clear example of a particular writing genre
- of appropriate length – no more than **1,000 words** for each piece of writing
- competent enough to meet standards of technical accuracy required by National 5

N.B. – No assessed piece may be redrafted more than twice.

You will achieve this outcome by:

- Selecting significant ideas and content, using a format appropriate to purpose and audience
- Applying knowledge and understanding of language, in terms of language choice and technical accuracy
- Communicating meaning at first reading

Careful planning and preparation will be required. In particular, you should make sure that you understand the requirements of the genre in which you have chosen to write. The genres available to you are as follows (one chosen from Group A and one from Group B):

Group A: Creative Writing

- a personal essay/reflective essay
- a piece of prose fiction (e.g. - short story, episode from a novel)
- a poem or set of thematically linked poems
- a dramatic script (e.g. scene, monologue, sketch)

Group B: Discursive Writing

- a piece of transactional writing
- a persuasive essay
- an argumentative essay
- a report for a specified purpose

For **external assessment (Folio)** you are required to prepare **drafts** for two different pieces of writing at specific times identified on the National 5 Assessment Calendar (see pages 28-29). Your teacher will retain these. **The final drafts for each piece must be submitted before the end of Term 3.** These will be sent to the SQA for marking.

Evidence Requirements:

- 1. Draft Title**
- 2. Outline Plan**
- 3. Draft Version**
- 4. Final Version**

The piece of work you produce for this Outcome will be submitted to the SQA for external assessment.

It is important that you monitor your progress and performance in this outcome. It is essential that all deadlines are met on time.

The following pages provide a series of **success criteria** which can be used to evaluate the quality and effectiveness of pieces of writing which have been written in the following genres: Creative - Short Story, Creative - Personal/Reflective Essay and Discursive – Argumentative/Persuasive.

National Qualifications in English

Successful Learners and Confident Writers at Mintlaw Academy

Pupil's Name _____

Class _____

Type of Writing: **Creative: Short Story**

My writing task/title:

My writing target:

My Success Criteria for Writing		Type of Assessment		
		Self	Response Partner	Teacher
What I have to do to make my writing better – to create an impact on the reader!				
Vocabulary	I can use ambitious and adventurous language - Wow Words - including adjectives and adverbs for description.			
	I can create a vivid picture of characters, setting, mood and atmosphere by showing (not telling) the reader what is happening and highlighting key elements in the story.			
	I can use language to engage my reader with the characters and events of the story.			
	I can use imagery, symbolism and figures of speech to create an imaginative account of characters, setting and feelings/mood.			
Structure	I can use specific types/techniques/devices of narrative to help engage my reader – e.g. first person narrative / foreshadowing / flashback ...			
	My story has an effective and gripping opening which makes the reader want to read on.			
	My story develops to a clear and convincing turning point .			
	My story builds up to a clear, convincing and surprising climax .			
Accuracy	I can use a wide range of punctuation accurately and I experiment with other punctuation for effect (including exclamation marks, inverted commas, ellipsis, dashes, brackets, colons, semi-colons and apostrophes).			
	I can spell all the words I use words correctly.			
	I can vary my sentence lengths / types to make my writing lively, clear and interesting.			
	I can use verbs correctly - including past, present and future tenses, as appropriate.			
	I can proof read carefully in order to make my writing the best that it can be.			
Content	I can write appropriately for both purpose and reader/audience as appropriate to the task.			
	I can create mood , develop characters/setting and express feelings or emotions when appropriate.			

National Qualifications in English

Successful Learners and Confident Writers at Mintlaw Academy

Pupil's Name _____

Class _____

Type of Writing: **Creative: Personal / Reflective**

My writing task/title:

My writing target:

My Success Criteria for Writing		Type of Assessment		
		Self	Response Partner	Teacher
What I have to do to make my writing better – to create an impact on the reader!				
Vocabulary	I can use ambitious and adventurous language - Wow Words - including adjectives and adverbs for description.			
	I can create a vivid picture of people, places, setting, mood and atmosphere by showing (not telling) the reader what is happening and highlighting key elements in the experience.			
	I can use language to engage my reader with the people, emotions and events of the experience.			
	I can use imagery, symbolism and figures of speech to create an imaginative account of people, places, setting and feelings/mood.			
Structure	I can use specific types/techniques/devices of narrative to help engage my reader – e.g. first person voice / foreshadowing / flashback ...			
	My account/reflection has an effective and gripping opening which makes the reader want to read on.			
	My account/reflection develops to a clear and convincing turning point .			
	My account/reflection builds up to a clear, convincing and surprising climax .			
Accuracy	I can use a wide range of punctuation accurately and I experiment with other punctuation for effect (including exclamation marks, inverted commas, ellipsis, dashes, brackets, colons, semi-colons and apostrophes).			
	I can spell all the words I use words correctly.			
	I can vary my sentence lengths / types to make my writing lively, clear and interesting.			
	I can use verbs correctly - including past, present and future tenses, as appropriate.			
	I can proof read carefully in order to make my writing the best that it can be.			
Content	I can write appropriately for both purpose and reader/audience as appropriate to the task.			
	I can create mood , develop people/places/setting and express feelings or emotions when appropriate.			

National Qualifications in English

Successful Learners and Confident Writers at Mintlaw Academy

Pupil's Name _____

Class _____

Type of Writing: **Discursive: Argumentative/Persuasive**

My writing task/title:

My writing target:

My Success Criteria for Writing		Type of Assessment		
		Self	Response Partner	Teacher
What I have to do to make my writing better – to create an impact on the reader!				
Vocabulary	I can use ambitious, sophisticated and adventurous language - Wow Words .			
	I can use signal words effectively to link together the different stages in my line of argument .			
	I can use language effectively to engage my reader with the topic/ideas/issues/points of view involved in my argument.			
	I can use imagery and figures of speech to help illustrate points and manipulate/make an impact on the reader.			
Structure	I can use specific techniques/devices of discursive writing to help manipulate/engage my reader – e.g. anecdote / topic sentences / rhetorical questions / repetition / rule of three ...			
	My line of argument has an effective and thought-provoking opening .			
	My essay develops a clear, relevant and convincing line of argument , presenting <i>more than one point of view</i> .			
	My essay builds up to a clear and convincing conclusion .			
Accuracy	I can use a wide range of punctuation accurately and I experiment with other punctuation for effect (including exclamation marks, inverted commas, ellipsis, dashes, brackets, colons, semi-colons and apostrophes).			
	I can spell all the words I use words correctly.			
	I can vary my sentence lengths / types to make my writing lively, clear and interesting.			
	I can use verbs correctly - including past, present and future tenses, as appropriate.			
	I can proof read carefully in order to make my writing the best that it can be.			
Content	I can write appropriately for both purpose and reader/audience as appropriate to the task.			
	I can create an engaging line of argument , present a range of views with supporting evidence and express feelings, attitudes or points of view when appropriate.			

**Writing Folio Feedback:
Thorough Proof Read Prior to Publication**

Focus on **one** aspect at a time only – **either** content **or** accuracy – as you provide feedback.

Write your initials plus “content” OR “accuracy” at the top of the script.

Use a **highlighter pen**, **correction codes** and **brief comments** to help give clear feedback.

CONTENT	ACCURACY (use correction codes)
Has an appropriately detailed list of sources been included?	Are there too many words ? National 5 = 1,000 words maximum
Does the title create an impact – e.g. play on words, intrigue the reader, catch your attention ...?	Is the title expressed clearly ? Does it make sense ?
Is there variety in the vocabulary ?	Do the sentences make sense ?
Is there precise/thoughtful word choice and selection/use of wow words ?	Is the punctuation accurate?
Is there a clear structure/progression in the plot or line of argument ?	Is the spelling accurate?
Are sentences/paragraphs presented/organised in ways that create an impact ?	Are there effective topic sentences ?
Is the opening effective?	Is appropriate/effective use made of signal words ?
Is the ending effective?	Is the paragraphing clear?
Write down a key target which you think would make the biggest difference to this piece of writing. Be specific!	Write down a key target which you think would make the biggest difference to this piece of writing. Be specific!

UNIT 2 – CREATION AND PRODUCTION

OUTCOME 2:

Take part in detailed spoken interactions.

The objective of this outcome is for you to be able to understand, analyse and evaluate a range of media and spoken texts.

Put simply, Outcome 2 is concerned with your skills in **Talk and Discussion**.

The assessment task will require you to take part in a **group talk** OR a **formal debate** OR an **individual talk**. Your teacher will tell you which format to use.

You will achieve this outcome by:

- Selecting significant ideas and content, using a format and structure appropriate to purpose and audience;
- Applying knowledge and understanding of language in terms of language choice;
- Communicating meaning at first hearing;
- Using significant aspects of non-verbal communication.

Your assessor will let you know how the assessment will be carried out and any required conditions for doing it.

N.B. - You may use the same topic as you use for one of your pieces of writing.

To pass this assessment you will have to:

- ◆ give detailed, relevant information in your spoken contribution
- ◆ aim to persuade your audience/group members
- ◆ use varied and appropriate vocabulary
- ◆ speak clearly and use gesture and eye contact appropriately

Your assessor will be observing throughout.

The piece of work you produce for this Outcome will be assessed in school by your teacher.

It is important that you monitor your progress and performance in this outcome. It is essential that all deadlines are met on time.

Success Criteria for Spoken Interactions – National 5 and National 4

Outcomes & Assessment Standards	Making assessment judgements	Assessment for candidates (Appendix 1): commentary on assessment judgements
<p>Take part in detailed spoken interactions English N5: 2:1</p> <p>Select significant ideas and content using a format and structure appropriate to purpose and audience</p>	<ul style="list-style-type: none"> ◆ can contribute a range of relevant ideas/views/ opinions with appropriate linkage ◆ can take account of other group/ audience members' contributions ◆ shows consistent, alert attention to purpose 	<p>Candidates should communicate relevant ideas and opinions on the topic.</p> <p>In group situations, the candidate will take turns, acknowledge the chair and stay 'on task'. The candidate will also will support, refute, use, develop, summarise and challenge others' ideas.</p> <p>In individual talk, the response will be structured in a way that is suitable for the purpose and audience in that it will show a progression of ideas using appropriate linkage. The talk will show sustained attention to the purpose, which is to persuade through use of language.</p>
<p>English N5: 2.2</p> <p>Apply knowledge and understanding of language in terms of language choice</p>	<ul style="list-style-type: none"> ◆ can use detailed vocabulary that is appropriate to the purpose and audience ◆ handles a range of language and structures with a degree of accuracy sufficient to ensure that communication is achieved 	<p>Candidates should use language appropriate for the topic and context.</p> <p>Candidates will show the ability to use at least one rhetorical technique such as climax, hyperbole, understatement, emotive vocabulary.</p> <p>Word choice will be appropriate and used for effect, for example, the use of slang or informal language for effect.</p> <p>The candidate will attempt to persuade the audience to a point of view on the topic, for example, by clearly stating a personal view at the beginning of an individual talk or by putting forward strong justification in a group discussion.</p>
<p>English N5: 2.3</p> <p>Communicate meaning at first hearing</p>	<ul style="list-style-type: none"> ◆ can speak with expression and display some fluency and confidence 	<p>The candidate should be clear and show some signs of varying intonation to point up meaning or adjusting pace to suit the circumstances.</p>
<p>English N5: 2.4</p> <p>Use significant aspects of non-verbal communication</p>	<ul style="list-style-type: none"> ◆ can use gesture/facial expression and/or eye contact effectively as appropriate 	<p>The candidate should be actively engaged with the topic. This will be communicated by his/her performance and might include, for example, the use of gesture to emphasise points.</p>

Outcomes & Assessment Standards	Making assessment judgements	Assessment for candidates (Appendix 1): commentary on assessment judgements
<p>English N4: 2.1</p> <p>Selecting ideas and content, using a format and structure appropriate to purpose and audience</p>	<ul style="list-style-type: none"> ◆ can contribute relevant ideas and responses with an attempt at sequencing ◆ can follow the structure of an individual talk or group discussion ◆ can sustain the topic 	<p>Candidates should communicate straightforward ideas and opinions on the topic. Candidates should not dominate the group.</p> <p>Candidates should support and/or challenge others' ideas.</p> <p>In group situations candidates should take turns, acknowledge the Chairperson and stay 'on task'.</p> <p>In individual talk the response should be structured in a way that is suitable for the purpose and audience. The talk will show a progression of ideas, using appropriate linkage.</p>
<p>Literacy N4: 4.1</p> <p>Selecting and using straightforward language</p>	<ul style="list-style-type: none"> ◆ can communicate several relevant ideas ◆ can use straightforward vocabulary and expression 	<p>Candidates should communicate straightforward ideas and opinions on the topic of disability.</p> <p>The candidate's register should be appropriate for the other group members.</p>
<p>English N4: 2.2</p> <p>Applying knowledge of language in terms of language choice</p>	<ul style="list-style-type: none"> ◆ can use straightforward vocabulary that is appropriate to the purpose and audience 	<p>Candidates' register should be appropriate for the other group members.</p>
<p>Literacy N4:4.2</p> <p>Organising the communication</p>	<ul style="list-style-type: none"> ◆ can organise or structure the communication ◆ can sustain the communication 	<p>In group situations the candidate should take turns, acknowledge the Chairperson and stay 'on task'.</p> <p>Candidates should not dominate the group. Candidates should support and/or challenge others' ideas and contribute to the success of the discussion.</p> <p>In individual talk the response should be structured in a way that is suitable for the purpose and audience. The talk will show a progression of ideas, using appropriate linkage.</p>
<p>English N4: 2:3</p> <p>Communicating meaning at first hearing</p>	<ul style="list-style-type: none"> ◆ can communicate so that others understand easily 	<p>Candidates should be understood by the assessor.</p> <p>Candidates should attempt to vary their pace, tone or expression to aid communication.</p>
<p>English N4: 2.4</p> <p>Using aspects of non-verbal communication</p>	<ul style="list-style-type: none"> ◆ can use gesture/facial expression/ eye contact appropriately 	<p>The candidate's non-verbal communication should enhance his/her performance</p>
<p>Literacy N4: 4.3</p> <p>Using non-verbal conventions</p>	<ul style="list-style-type: none"> ◆ can use body language and eye contact and pace or emphasis 	<p>The candidate's non-verbal communication should enhance his/her performance.</p>

National Qualifications: National 5 English Assessment Calendar August 2014 – April 2015

Please note and record the following key course dates in your Student Planner, complete the tear-off acknowledgement label attached and return it to your English Teacher **by Friday 29 August 2014**.

Date	Deadlines – All Levels of Presentation			
	Folio	Unit Assessments (UASPs)	Prelim/Exam Practice	
Friday 29 August	Writing Folio Item 1 (Draft Topic/Title)			
Friday 12 September	Writing Folio Item 2 (Draft Topic/Title)			
October Break – 11-26 October inclusive				
October		Reading UAE Assessment – Non-fiction/Fiction – Pass/Fail Outcome		
November		One of the above Writing Items will be formally drafted for internal SQA Unit Assessment – Pass/Fail Outcome		
November		Listening Assessment – Pass/Fail Outcome		
November		Talking Assessment <i>should be completed</i> – Pass/Fail Outcome		Critical Essay 1 in Exam Conditions
December				Scottish Text in Exam Conditions – Pass/Fail Outcome
December				Critical Essay 2 in Exam Conditions
December				Reading UAE – Exam Conditions
December		FIRST redrafted piece of Writing must be submitted for formal assessment and internal moderation.		N.B. - This will be the first opportunity for external estimate mark assessment of the writing learning outcome.

Christmas Break – X December 2014 - X January 2015			
Date	Deadlines – All Levels of Presentation		
	Folio	Unit Assessments (UASPs)	Prelim/Exam Practice
January		Reading UAE Reassessment Opportunity – Non-fiction/Fiction – Pass/Fail Outcome	
January		Listening Reassessment Opportunity – Pass/Fail Outcome	
Preliminary Examinations – X January-X February (Provisional)			
Prelim Exam – February 2014			1. Reading UAE 2. Critical Reading
March	FINAL LEVEL of PRESENTATION CONFIRMED		
March			Second Prelim Reading UAE
March			Second Prelim Scottish Text
March			Second Prelim Critical Essay
March	BOTH FINALISED redrafted pieces of Writing must be submitted sending off to the SQA for marking. N.B. – There will be no further opportunity to change your written pieces beyond this date!		

**National Qualifications: English Assessment Calendar
August 2014 – April 2015**

Pupil's Name _____

Class _____

Teacher's Name _____

I have read and acknowledged the major course deadlines for homework and assessment.

My son/daughter has transferred these dates into his/her student planner.

I agree to my son/daughter being presented at an appropriate level in line with the guidance outlined herein.

I have read and signed the prelim exam information for Higher English on page 7 of this booklet.

Parent's/Carer's Signature _____

Date _____

*Please complete the tear-off acknowledgement label attached and return it to your English Teacher **by Friday 29 August 2014.***

Your teacher will use this page to record any specific concerns which might arise during the course regarding your Effort, Behaviour, Homework or Attainment.

Your parent/carer will be encouraged to respond to the issues recorded below.

Cause for Concern				Teacher Action / Date	Parent/Carer Comment / Date
Effort	Behaviour	Homework	Attainment		

Cause for Concern				Teacher Action / Date	Parent/Carer Comment / Date
Effort	Behaviour	Homework	Attainment		