

SUPPORTING LEARNERS IN THE SENIOR PHASE

NATIONAL 5 ENGLISH AND LITERACY HIGHER ENGLISH

COURSE OVERVIEW

Our pupils' reading, writing, listening and talking skills are developed in the study of English at all levels through the study of literature and language.

INTERNAL ASSESSMENT

While at Higher level passes in unit assessments are a mandatory part of the course, a full course award only being gained when candidates pass both the unit assessments and the final exam, at National 5 level unit assessment is no longer mandatory for the English course award. Indeed, pupils may only be entered for unit awards if they are not being presented for the final exam.

As has been the case with previous cohorts, we anticipate that very few pupils embarking on the National 5 course will not go on to be presented for the final exam.

Those pupils for whom it becomes clear they will not pass the final course assessment will be withdrawn from the final exam and internally assessed for certification of unit passes. This may prove a useful foundation on which some pupils could build towards attempting the full course the following academic year.

There are **two units** for both Higher and National 5 English (detailed below). The units assess essentially the same skills at both levels – level of challenge is the differentiating factor.

Analysis and Evaluation

Assesses the pupil's ability to understand, analyse and evaluate written and spoken texts

Creation and Production

Assesses both the pupil's writing through the production of at least one broadly creative or discursive piece and their talking skills through assessment of individual or group discussion.

LITERACY

Though unit assessment has been removed from the N5 English course, pupils will still overtake N5 assessment of the four core skills of English (reading, writing, listening and talking) in order to achieve the stand-alone National 5 Literacy Unit. This SQA unit is an ungraded award, internally assessed as part of the English course and certificated along with the pupil's other qualifications in August 2018.

Our department's integrated approach to assessment means that opportunities to pass the Literacy Unit outcomes occur naturally in the course of learning and teaching; the assessment burden for our pupils is minimal.

Though we assess literacy in the context of the English experience in our senior phase, our pupils' literacy skills are developed across the curriculum. All curriculum areas are thus contributing to your child's progress in literacy.

The school's cross-faculty Literacy Group, led by Mrs Mia Stewart, is currently focusing on developing a reading culture in our school and the wider community. The benefits of reading are well acknowledged – encouraging your child to read widely is certainly one means by which you can help support their progress. Follow @tweedreads on twitter, take a look at the new Tweed Reads Facebook page to find out more.

UNIT ASSESSMENT - HIGHER

Unit assessment remains a requirement of the Higher English course. Pupils must pass all unit outcomes to achieve a full course award. The outcomes cover the four core skills of English (reading, writing, listening and talking).

Our department's integrated approach to assessment means that opportunities to pass the unit outcomes occur naturally in the course of learning, teaching and assessment; the assessment burden for our pupils is minimal.

EXTERNAL COURSE ASSESSMENT

The course assessment is made up of a final exam (70%) and externally assessed coursework (30%).

Exam

Paper 1: Reading for Understanding, Analysis and Evaluation (30% of final grade)

N5	HIGHER
1 hour 30 marks worth of questions on an unseen non-fiction passage	1hr 30 min 2 x unseen non-fiction passages 25 marks worth of questions on passage 1 and a final 5 marks

Paper 2: Critical Reading (40 % of final grade)

1 hour 30 min <u>Section 1 – Scottish Set Text (20%)</u> Pupils study 6 poems by Carol Ann Duffy 20 marks worth of questions <u>Section 2 – Critical Essay (20%)</u> Pupils study 2 texts (e.g. Lord of the Flies and Macbeth) in preparation for the final exam. 1 x critical essay in the exam from a selection of questions	1 hour 30 min <u>Section 1 – Scottish Set Text (20%)</u> Pupils study 6 poems by Norman MacCaig 20 marks worth of questions <u>Section 2 – Critical Essay (20%)</u> Pupils study 2 texts (e.g. A Streetcar Named Desire and Jekyll and Hyde) in preparation for the final exam. 1 x critical essay in the exam from a selection of questions
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Coursework (30%)

1 writing portfolio including 1 x 'broadly creative' piece (15%) and 1 x broadly discursive piece (15%) produced over the course of the year

HOW PARENTS CAN HELP

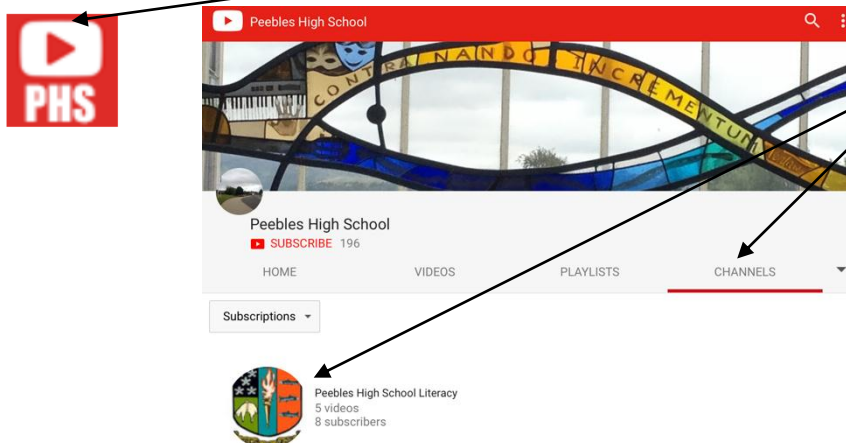
Reading for Understanding, Analysis and Evaluation (UAE)

- Encourage your child to revise the various question types and the approaches for answering each of these.
- Encourage your child to do practice papers. We provide practice papers and past papers can be accessed on the SQA website:
<http://www.sqa.org.uk/pastpapers/findpastpaper.htm>
- Pupils are encouraged to read quality journalism (opinion pieces and editorials) to familiarise themselves with the type of vocabulary and writing style found used in this paper. You may wish to read articles and discuss them with your child. The guardian website offers appropriate and free to access article:
<https://www.theguardian.com/uk/commentisfree>

Critical Reading

- Get your child to tell you about the literature they are learning in class.
- Encourage your child to start learning quotations from their poems and other literary texts early.
- Encourage your child to use online support materials. You can access videos created by members of our staff on the Peebles High School Literacy and English Department YouTube channels:
<https://m.youtube.com/channel/UCNNJB8OIkY05wcAzIUdn8g>

Our channel can also be accessed by clicking on the YouTube icon at the bottom of the school website and access the literacy channel from the relevant



Click on the channels tab and then on the link to our literacy channel.

Note that the content on this channel (such as videos about research skills and note taking) are intended to support learning across the curriculum.

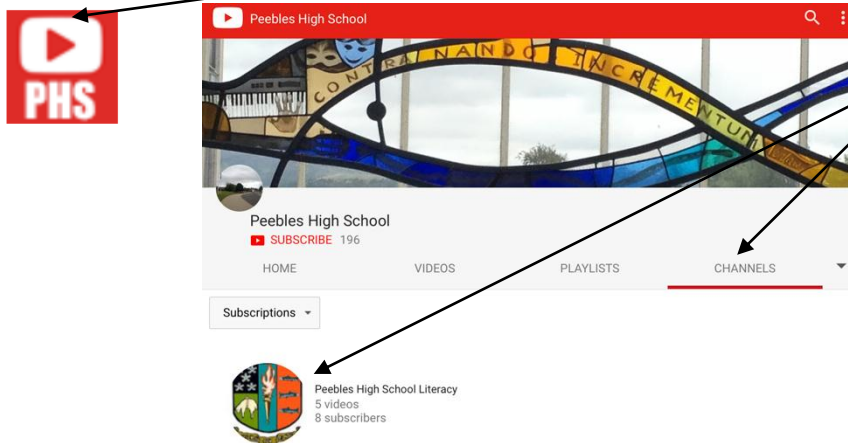
Writing Portfolio

The portfolio is an important part of the National 5 and Higher English courses. The final portfolio is sent to SQA for external assessment and is worth 30% of the overall grade. Each essay is holistically assessed to determine its mark out of 15.

Having a clear understanding of the requirements of the portfolio will help you to support your child.

Encourage your child to use the following supports:

- Exemplar essays for each level along with maker commentary is available on the SQA Understanding Standards website:
<http://www.understandingstandards.org.uk/Subjects/English>
- Videos created by members of our staff are available on Peebles High School Literacy YouTube channel:
<https://m.youtube.com/channel/UCNNJB8OIkkyO5wcAzIUdn8g>
Our channel can also be accessed by clicking on the YouTube icon at the bottom of the school website and access the literacy channel from the relevant tab.



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- See examples of good writing signposted on the department's twitter account. Follow us: @peeblesenglish



<https://twitter.com/peeblesenglish?lang=en-gb>

ASSESSMENT CONDITIONS

Updated instructions from SQA on assessment conditions emphasise the importance of portfolio work being carried out under “some supervision and control” in order to authenticate pupils’ work as their own. While this, unlike in many other subjects, does not necessitate writing the final piece under formal, timed condition, there is an expectation that schools will have processes in place to ensure authenticity; discussion with candidates and regular checkpoints as the pupil works towards the final draft are the principal means by which we will satisfy this requirement.

For each folio piece, pupils are expected to complete the following stages: identify a topic, produce a detailed plan, develop a draft, re-draft, and submit a final draft for submission to the SQA.

Teachers will provide detailed feedback on only one draft, as per SQA guidelines. Pupils should note that teachers are not allowed to point out specific errors in, for example, spelling or punctuation. Teachers may comment that, for example, there are many apostrophe errors in a piece of writing but pupils must find and correct these errors independently.

PLAGIARISM

Pupils are advised that unacknowledged use of others’ material such as copying and pasting from the internet or any other source, or re-wording or summarising information from another source without acknowledgement, is plagiarism and this carries severe penalties.

PORTFOLIO DEADLINES

Pupils and parents should refer to deadlines issued by class teachers (available on Show My Homework) for precise deadlines.

Our deadline for submitting complete portfolios for final teacher feedback is **Monday 18th December**.

Our early deadlines will ensure pupils can focus on prelims and consolidating their learning as they work towards the final exam.

It is, however, our experience, that returning to the portfolio closer to the deadline for SQA submission is beneficial. We will therefore be encouraging pupils to look again at their writing pieces after the prelims. Re-reading work with fresh eyes should allow pupils to proof-read more effectively and thereafter polish their work to the highest standard possible.

Please note that, in accordance with SQA guidelines on “appropriate assistance”, it will not be possible for teachers to give further feedback at this point; **the onus is on the pupil finalise their portfolio for SQA submission and hand in the work to their English teacher in the appropriate format by the following deadlines** for National 5 and Higher respectively:

National 5 – Monday 27th February, 2018
Higher – Monday 26th March, 2018

FORMAT

Ensure that your child submits a folio in the correct format. Pupils’ final portfolio work must be in a standard font and size, e.g. Times New Roman, size 12. All sources consulted must be acknowledged.

Both pieces should be submitted on a template with the 'broadly creative' piece first and the candidate number entered in the box in the bottom margin. This can be accessed online at: http://www.sqa.org.uk/sqa/files_ccc/English_N5_Higher_Portfolio_version_2.docx

WORD LIMIT

Ensure that your child submits a folio that meets the word limit requirements for their level:

National 5: 1000 words for each piece (excluding sources). There is a 10% allowance before penalty is applied meaning essays should be no more than 1100.

Higher: 1300 words for each piece (excluding sources). There is a 10% allowance before penalty is applied meaning essays should be no more than 1430.