**Smithycroft Secondary School - National 5 English**

**Exam Date: Tuesday 5th May 2020**

***Parent/Carer Guide - Supporting your Child in the Senior Phase***

**Aims of the Course:**

This course will help your child to develop their skills in the areas of Reading, Writing, Talking and Listening– all important skills for learning, life and work.

**Qualifications:**

* Successful completion of the course, unit assessment and exam will mean that your child will achieve an A-D grade. Generally, the pattern is as follows:

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| **Grade** | **Band** | **Percentage** |
| **A** | **1** | 85%+ |
| **A** | **2** | 70%+ |
| **B** | **3** | 65%+ |
| **B** | **4** | 60%+ |
| **C** | **5** | 55%+ |
| **C** | **6** | 50%+ |
| **D** | **7** | 40%+ |
| **No award** | **8** | <40% |

An English course will always aim to develop a learner’s communication skills (Reading, Writing, Talking and Listening). These skills are often seen to be essential by employers and many (almost all) university and college courses require a qualification in English.

**The Exam**

The final exam at N5 and Higher is made up of the following components:

* **Portfolio** (30 marks)
	+ Two essays – one of a *BROADLY DISCURSIVE* nature, one of a *BROADLY* *CREATIVE*.
	+ These are independent pieces of work and the SQA have published guidance with regards to the levels of support students are permitted to receive – please find attached to this letter.
* **Paper 1: RUAE** *– Reading for Understanding, Analysis and Evaluation* (30 marks)
	+ Completing answers to questions on an unseen non-fiction passage.
* **Paper 2: Critical Reading** (40 marks)
	+ Writing one critical essay from a choice of genres, namely: Drama; Prose; Poetry and Media
	+ Answering Textual Analysis questions on a Scottish Set Text studied during the year.

**Portfolio: Guidance**

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| **It is acceptable** for a teacher or lecturer to provide: * an initial discussion with the candidate on the selection of a topic, theme, genre, leading to an outline plan
* written or oral feedback on **one draft** of writing
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| **It is not acceptable** for a teacher or lecturer to provide: * model answers which are specific to a candidate’s task
* specific advice on how to re-phrase wording
* key ideas, or a specific structure or plan
* corrections of errors in spelling and punctuation
* feedback on more than one draft of writing
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**How can I help?**

You can help your child take responsibility for learning and develop high expectations of him/herself by:

* ***Encouraging*** *them to study from their notes and use revision strategies designed to help them learn particular topics in more depth.*
* ***Ensuring*** *all homework tasks are completed fully, on time and to a high standard. Refer to Show My Homework for weekly details.*
* ***Promoting*** *additional independent reading especially of quality newspapers from an online or printed source – the English Department are delighted to advise students with this.*
* ***Encouraging*** *them to discuss their English assessment marks and the targets that have been set from their work.*
* ***Helping*** *them to understand that their targets for English must be clear, specific and acted upon if progress is to be made. (*Teachers will provide full support to all pupils in their class.)

**Useful sites:**

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| **Scottish Set Text Revision -** [**https://www.bbc.co.uk/bitesize/subjects/zmcrd2p**](https://www.bbc.co.uk/bitesize/subjects/zmcrd2p)**Past Papers -** [**https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=English&level=N5**](https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=English&level=N5)**RUAE tips -** [**https://blogs.glowscotland.org.uk/wl/mcarters4/reading-for-ruae/**](https://blogs.glowscotland.org.uk/wl/mcarters4/reading-for-ruae/) |