

Unit Assessment Support

National 4

Listening/Writing

Key points

- Example of *possible* assessment approach. It is up to teachers to determine most appropriate way of generating evidence
- Centres are encouraged to adapt tasks and use alternative approaches to facilitate personalisation and choice
- Open and flexible:
 - Can be used to assess own candidates
 - Can be adapted and used for own assessments
 - Can help teachers develop own assessments
- Evidence produced can be practical, oral (recorded or not), written

Assessment

- Pupils listen to text to identify *overall purpose* and *main points*
- Pupils write on *same* topic, applying knowledge of *straightforward* language. They should express opinions, and attempt range of tenses.
- Assessment can be done on *different occasions*
- Work must be candidates own. It should be done *unassisted* and *supervised*
- *No* time restrictions. Candidate should be given *sufficient* time to complete assessment.
- Candidates should only be assessed when ready

Evidence

- Evidence should be *retained* for quality assurance purposes
- Evidence can be presented in *range* of ways
(E.g. response to listening could be written response/detailed checklist/observation notes)
- Teachers must exercise *professional responsibility* in ensuring candidates' evidence meets requirements of outcomes and assessment standards
- *Different assessment approaches* may be expected to generate *different types of evidence*, but *same assessment standards will apply*

Re-assessment

- *One* re-assessment is the norm, but candidate can be re-assessed on *two* occasions only *in exceptional circumstances*
- Fresh task or use of different context should be considered