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# Understanding Standards

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**Support pack for National unit assessment**

**H23T 74**

**English: Creation and Production  
(National 4) — Outcome 2**

**Identifier: MA3/PVD2023**

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# Overview

## Purpose

Understanding Standards packs are intended to provide teachers, lecturers and assessors with a clear understanding of why specific examples of candidate evidence have or have not met the national standard for a named unit(s). They may be used in centres:

- ◆ to prepare for delivery of the unit(s) and the National Qualification to which it contributes
- ◆ to prepare for the assessment of the unit(s)
- ◆ as benchmarks to help assessors judge the evidence produced by their own candidates
- ◆ for training purposes

## Assessment approach used by the centre

A centre-devised assessment.

# Candidate evidence

## National 4 English

### H23T 74 Creation and Production: Outcome 2 (Talking)

Task: You are going to take part in a group discussion about VAR. During the discussion, you should explain your opinions and try to respond to the opinions of others.

Candidate Name: XXXX  
Assessor Name: XXXX

Result: PASS  
Date: 04/08/2023

#### Candidate Assessment Record

| Outcome   | Assessment Standard   | Making assessment judgements   | Assessor comments   | Result |
|---|---|--|---|--------|
| <b>English:<br/>Producing<br/>Language unit</b><br><br><b>Outcome 2:<br/>Participate<br/>actively in<br/>simple spoken<br/>activities by:</b> | 2.1 Selecting ideas and content, using a format and structure appropriate to purpose and audience | <ul style="list-style-type: none"> <li>◆ can contribute relevant ideas and responses with an attempt at sequencing</li> <li>◆ can follow the structure of an individual talk or group discussion</li> <li>◆ can sustain the topic</li> </ul> | <p>Included a range of relevant ideas — what VAR is, why it is better for the game and gave an example.</p> <p>Explained that VAR is ‘when people look at a TV screen to see if it’s a penalty’.</p> <p>Gave their opinion: ‘I think it’s better cos it’s fair ...’.</p> <p>Gave an example of a time when VAR helped their team.</p> <p>Responded to the point from CA that the game is too slow — ‘but it’s better to be fair...’ / ‘stops managers moaning’.</p> | PASS   |

|  |  |  |  |      |
|--|--|--|--|------|
|  | 2.2 Applying knowledge of language in terms of language choice | <ul style="list-style-type: none"> <li>◆ can use straightforward vocabulary that is appropriate to the purpose and audience</li> </ul> | <ul style="list-style-type: none"> <li>◆ Used some of the language of football — 'VAR', 'penalty', 'ref', 'foul'.</li> <li>◆ Vocabulary appropriate for discussion — easily understood.</li> </ul> | PASS |
|  | 2.3 Communicating meaning at first hearing                     | <ul style="list-style-type: none"> <li>◆ can communicate so that others understand easily</li> </ul>                                   | Communicated meaning at first hearing.   | PASS |
|  | 2.4 Using aspects of non-verbal communication                  | <ul style="list-style-type: none"> <li>◆ can communicate using appropriate non-verbal cues</li> </ul>                                  | Became more animated when discussing why it is fair to have VAR.<br>Good eye-contact throughout.<br>Open body language.  | PASS |

# Commentary on candidate evidence

## Outcome 2

### 2 Participate actively in straightforward spoken activities by:

- 2.1 Selecting ideas and content, using a format and structure appropriate to purpose and audience
- 2.2 Applying knowledge of language in terms of language choice
- 2.3 Communicating meaning at first hearing
- 2.4 Using aspects of non-verbal communication

### **Assessment standard 2.1 commentary**

This assessment standard **has** been met because there is evidence to show that the candidate has contributed relevant ideas over the course of the discussion — both their own, and in response to others.

### **Assessment standard 2.2 commentary**

This assessment standard **has** been met because the assessor's commentary refers to topic-appropriate terminology and appropriate explanations by the candidate.

### **Assessment standard 2.3 commentary**

This assessment standard **has** been met because the assessor's commentary makes it clear that the candidate is engaged in the task and communicates with others in a way that is easily understood.

### **Assessment standard 2.4 commentary**

This assessment standard **has** been met because the assessor's commentary refers to body language and good eye-contact.