NOTE OF CHANGES TO ARRANGEMENTS
THIRD EDITION PUBLISHED ON CD-ROM DECEMBER 1999

COURSE TITLE: English and Communication (Higher)

COURSE NUMBER: C039 11

National Course Specification

Course Details: Core skills statements expanded.

National Unit Specification:

*All units*

Core skills statements expanded.
National Course Specification

ENGLISH AND COMMUNICATION (HIGHER)

COURSE NUMBER C039 12

STRUCTURE
There are four component units in the course, two 40-hour units and two 20-hour units. Each 20-hour unit will be chosen from one of two groups.

- **D208 12 Unit 1 Language Study** 1 credit (40 hours)
- **D209 12 Unit 2 Literary Study** 1 credit (40 hours)
- **D210 12 Unit 3A Individual Presentation** 0.5 credit (20 hours)
  or **D211 12 Unit 3B Group Discussion** 0.5 credit (20 hours)
  or **D212 12 Unit 3C Critical Listening** 0.5 credit (20 hours)
- **D214 12 Unit 4A Specialist Study - Language** 0.5 credit (20 hours)
  or **D213 12 Unit 4B Specialist Study - Literature** 0.5 credit (20 hours)
  or **D215 12 Unit 4C Specialist Study - Oral Communication** 0.5 credit (20 hours)

Candidates may not select both Unit 3A: Individual Presentation and Unit 4C: Specialist Study: Oral Communication as components of a Higher course. Such a combination would involve duplication of assessment of individual presentation skills. Candidates who choose Unit 3A must therefore take either Unit 4A or Unit 4B; candidates who choose Unit 4C must therefore take either Unit 3B or Unit 3C.

In common with all courses, this course includes 40 hours over and above the 120 hours for the four component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

Administrative Information

Publication date: December 1999
Source: Scottish Qualifications Authority
Version: 04

© Scottish Qualifications Authority 1999

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. Note: Unit specifications can be purchased individually for £2.50 (minimum order £5).
National Course Specification: general information (cont)

COURSE English and Communication (Higher)

RECOMMENDED ENTRY
While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:
- Standard Grade English at Credit level
- Intermediate 2 English.

Candidates with specific communication difficulties will have equal opportunity to enter this course. Wherever possible, activities and assessments within units and course assessments will be adapted to allow communication by suitable alternative means.

CORE SKILLS
This course gives automatic certification of the core skill component Written Communication H if candidates choose

either
D212 12 Unit 3C Critical Listening and
D214 12 Unit 4A Specialist Study – Language
or
D212 12 Unit 3C Critical Listening and
D213 12 Unit 4B Specialist Study – Literature.

Candidates will receive automatic certification of the core skill Communication H if they choose any other permitted combination of optional units.

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in Automatic Certification of Core Skills in National Qualifications (SQA, 1999).
National Course Specification: course details

COURSE English and Communication (Higher)

RATIONALE
Recognition of the personal, academic and vocational value of English study in the curriculum is widespread. Under the aegis of this subject there are many, often quite different, components including: literature, language awareness, technical skills, media, language for life, drama, linguistics, oral and aural skills. The scope of such an inclusive subject - both focus of and medium for learning - is enormous.

A determining aim of teachers and lecturers of English is to enable all candidates to develop skills of communicating and understanding. Learning and teaching take place through the spoken and the written word; to acquire and enjoy experience in language, candidates must develop language-handling skills, both receptive and productive, both oral and written.

Candidates require skills which allow them to interpret increasingly complex linguistic and literary forms and to produce increasingly sophisticated and subtle oral and written communications in styles or formats which are appropriate to particular contexts.

Since language is a changing and developing phenomenon and the corpus of literature is ever-growing, the subject itself must evolve to accommodate the constantly changing needs of language users. This involves extending rather than limiting the field and allows for study of the widest possible range of texts and the relating of contemporary products to the literary and linguistic achievements of the past.

English courses in the Higher Still framework engage candidates in reflecting on ideas, relationships, feelings, points of view and motivations, and on how language has been used to convey these; candidates are also engaged in producing language to clarify and convey these on a personal level.

The three main broad purposes of language - informative, expressive and imaginative, each of which includes an extensive subset of purposes - inform the structure in the following ways.

Informative
Candidates will develop skills in conveying and interpreting information for transactional purposes. The need for them to develop these skills is self-evident. Effective communication in contemporary society requires both understanding and command of appropriate vocabulary, structures and styles. In order to achieve this, candidates must be able to recognise specific purposes and the needs of particular audiences.

Expressive
Candidates will develop the ability to clarify and to articulate accurately - in a wide range of personal, social, educational and vocational contexts - their own wishes, intentions, experiences, reactions, attitudes, ideas, values, and to relate these to the culture of which they are part.

Social and democratic effectiveness relies on the ability to recognise, analyse and sometimes to deploy language for persuasive purposes, in reasoned argument, as well as for such specialist uses as advertising and journalism.
National Course Specification: course details (cont)

COURSE English and Communication (Higher)

Imaginative
Imaginative uses of language also have great significance for personal and linguistic development. It is an important function of education to help people develop a more mature and sophisticated awareness of the potential for them of literature and the imaginative output of the media - for their intellectual growth, for their appreciation of the complexity of human motivations, actions, emotions, relationships and ideas and for their understanding and use of language as a very versatile and sensitive means of communication.

At Higher, as at other levels, the candidate’s previous attainment provides the starting point. Candidate needs are recognised in a course which acknowledges increasing maturity and the voluntary nature of the commitment. The course has been constructed in such a way as to provide equal opportunities for all candidates and choice within units. The course has its basis in existing good practice. Content within units may be negotiated and the opportunity to make specific choices in Unit 3 and Unit 4 will encourage the development of independence and responsibility. The study of a Scottish text within Unit 2 is mandatory.
National Course Specification: course details (cont)

COURSE English and Communication (Higher)

AIMS
In addition to the broad aims contained in the Higher course rationale, the following aims can be identified in relation to the modes of language.

Receptive modes
Reading
Candidates will develop and extend a range of reading skills through studying, analysing and responding to a wide variety of informational, literary and media texts which contain complex ideas conveyed in appropriate language structures.

Listening
Candidates will develop and extend a range of listening skills, including critical listening which may be formally assessed if Unit 3C: Critical Listening is chosen. Listening skills will be practised in a variety of contexts which will arise as part of language and literary study in the course, for example, watching broadcasts and group discussion of texts.

Productive modes
Writing
Candidates will develop and extend a range of writing skills as they employ different registers, formats and styles to fulfil a variety of purposes. Study at this level will be characterised by such activities as close consideration of different models and styles, writing to particular briefs and for specific audiences and experimenting with imaginative forms.

Talking
Candidates will develop and extend a range of talking skills which may be assessed as Individual Presentation (Unit 3A) or contribution to Group Discussion (Unit 3B). Talking skills will be practised in a variety of contexts which will arise as part of the language and literary study in the course through, for example, presenting information and opinions and discussion of issues and texts.

The Higher English course will fulfil the aims outlined in the rationale and, in so doing, will provide candidates with learning experiences which will promote competence, growth and enrichment. Those candidates who achieve a pass in the Higher English course will possess a range of skills which will fit them for further study, the world of work and future pursuit of linguistic and literary pleasure. In addition, the experience of interacting with teachers, peers and a range of texts will encourage broadening of horizons, independent thinking and communicative competence.

The benefits of taking and successfully completing the Higher course are several:
- candidates will qualify to progress to the next stage of the framework - Advanced Higher
- candidates will gain an externally assessed award at a level specified as an entry qualification for various further education and higher education courses
- candidates will gain a qualification which signals an ability to demonstrate a range of skills across a number of purposes
- candidates who have undertaken an integrated Higher course will appreciate the interrelationship and transferability of skills acquired in individual units
- candidates who have successfully completed Higher English will possess a level of linguistic competence which will enable them to access other areas of the curriculum at an appropriate level.
National Course Specification: course details (cont)

COURSE English and Communication (Higher)

CONTENT
The successful candidate in a Higher course in English and Communication will have achieved the outcomes in each of the component units:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language Study (H)</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Literary Study (H)</td>
<td>40</td>
</tr>
<tr>
<td>3A</td>
<td>Individual Presentation (H)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>3B</td>
<td>Group Discussion (H)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>3C</td>
<td>Critical Listening (H)</td>
<td>20</td>
</tr>
<tr>
<td>4A</td>
<td>Specialist Study: Language (H)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>4B</td>
<td>Specialist Study: Literature (H)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>4C</td>
<td>Specialist Study: Oral Communication (H)</td>
<td>20</td>
</tr>
</tbody>
</table>

Candidates may not use the same text(s) as focus for study in Unit 2: Literary Study and Unit 4B: Specialist Study: Literature.

The content of these units, with the additional 40 hours, constitutes the course. It is not, however, envisaged that the Higher course should be taught in a particular sequence of units; rather, that the unit outcomes should be covered within an integrated programme of study. For example, fulfilment of Unit 3A, an individual oral presentation, may take place as part of a study of a topic in Unit 1, or a text in Unit 2; or approaches to the study of texts in Unit 2 may be taught alongside preparation for the Specialist Study: Literature in Unit 4B.

In order to prepare candidates for graded external assessment, teachers will want to explore ways in which skills can be applied in different contexts. There will be an emphasis on the quality of candidate performance as well as on the range of skills deployed. The additional 40 hours should facilitate preparation for external assessment, including compilation of the folio.
National Course Specification: course details (cont)

COURSE English and Communication (Higher)

ASSESSMENT
The award of Higher English will be based on a combination of internal and external assessment. To gain the award, the candidate 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 attainment through a personal studies folio and an external examination.

Personal Studies Folio
While units are assessed internally, the products generated for assessment purposes in certain areas may also be used for external assessment. Three outcomes which are internally assessed for unit certification will contribute to a Personal Studies Folio for course assessment:

1. Writing 12.5% weighting
2. Oral/Aural Communication 12.5% weighting
3. Specialist Study 15% weighting

Folio Item 1: Writing (12.5% weighting)
A piece of writing (expressive or creative or a report) must be submitted as part of the Personal Studies Folio. It is expected that the piece of writing will already have met the performance criteria and achieved the appropriate outcome in Unit 1. It will then be assessed externally for grading purposes.

If a report is chosen for the Folio, it will be assessed externally for its effectiveness as a piece of writing in relation to its remit. The external assessor will not seek to judge the quality of resource use, only of the finished product. It is expected that the report will have met the evidence requirement that material from sources must be recast and paraphrased appropriately for purpose.

Folio Item 2: Oral/Aural Communication (12.5% weighting)
The candidate’s Personal Studies Folio must include a mark for Unit 3A: Individual Presentation or Unit 3B: Group Discussion or Unit 3C: Critical Listening. The mark will be determined in relation to the Performance Criteria required for Grade C and the Indicators of Excellence required for Grade A (cf. Guidance on Grading, pp. 10-21).

Since it is expected that candidates entered for course assessment will have achieved the unit criteria (equivalent to Grade C), the effective marks scale will be:
Grade C: 6 or 7
Grade B: 8 or 9
Grade A: 10 or 11 or 12 or 12½

This scale is related directly to the weighting of 12½% which Oral/Aural Communication carries in the external assessment. Half marks should not be used except for the maximum mark of 12½.

It is recognised that there may occasionally be exceptional circumstances in which a candidate for course assessment has not yet achieved the unit outcome by the date specified by SQA for the submission of the Personal Studies Folio. In such circumstances, in order to contribute to course assessment, a mark below 6 may be submitted which, in the judgement of the teacher/lecturer, reflects the actual attainment of the candidate at the level for which he or she is being presented.
National Course Specification: course details (cont)

COURSE English and Communication (Higher)

Where a candidate has not achieved the unit outcome, a mark should be submitted as follows:
- failure in one criterion, a mark of 4 or 5
- failure in two criteria, a mark of 2 or 3
- failure in three or more criteria, a mark of 0 or 1.

Folio Item 3: Specialist Study (15% weighting)
The Specialist Study produced as evidence of learning in Unit 4 must be submitted as part of the Personal Studies Folio. Unit 4A: Specialist Study: Language requires candidates to submit an investigation into a language topic and Unit 4B: Specialist Study: Literature requires candidates to submit a review of literary text(s). Candidates undertaking Unit 4C: Specialist Study: Oral Communication will submit a videotaped presentation in which they analyse a selected aspect of oral communication. If the Specialist Study is an Investigation or a Review, its length will be between 1200 and 1800 words, if it is an Analysis it will last between 10 and 15 minutes. It is expected that the Investigation/Review/Analysis will already have met the performance criteria and achieved the outcome for Unit 4A: Specialist Study: Language or Unit 4B: Specialist Study: Literature or Unit 4C: Specialist Study: Oral Communication. The Specialist Study will then be assessed externally for grading purposes.

In order to assure themselves of the authenticity of work in this area, teachers and lecturers will wish their candidates to record their progress in particular ways. As outlined in the evidence requirements and support notes for the unit, the completion of the Specialist Study should take place under controlled conditions and candidates must submit the following at appropriate stages in their study:
- draft title and proposals
- outline plan
- first draft or rehearsal (either in script or on video)
- final submission or presentation.

In so doing, candidates will offer clear evidence of following a personal programme of study.

External examination
The external examination will last for 3 hours. There will be two papers:

Paper I: Interpretation 30% weighting
Paper II: Analysis and Appreciation 30% weighting

Paper I: Interpretation (30% weighting)

This paper will last for 1 hour 30 minutes. In response to a series of questions, candidates will be required to demonstrate their ability to understand, analyse and evaluate two thematically linked passages of unseen prose. Some questions will require comparison and/or contrast between the passages.

Relationship to unit study: Paper I will test the detailed application of close reading skills which candidates will have been required to demonstrate for success in this unit and in other units.
National Course Specification: course details (cont)

COURSE      English and Communication (Higher)

Paper II: Analysis and Appreciation
(30% weighting)

This paper will last for 1 hour 30 minutes. It will have two parts, Textual Analysis and Critical Essay.

Textual Analysis
In response to a series of questions, candidates will be required to demonstrate their ability to understand, analyse and evaluate a previously unseen piece of poetry, prose or drama.

Relationship to unit study: this part of the paper will test the detailed application of textual analysis skills which underpin the success candidates will have achieved in writing Critical Essays on texts studied in the Literary Study unit.

Critical Essay
In response to one question from a range of questions, candidates will be required to write a Critical Essay demonstrating their ability to understand, analyse and evaluate (a) previously studied poetry, prose, drama or mass media text(s).

Relationship to unit study: candidates will have fulfilled Critical Essay requirements in relation to texts studied as part of the Literary Study unit. This part of the paper requires similar knowledge and skills to be applied under external examination conditions.

Summary of mark allocation

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Examination</td>
<td>60%</td>
</tr>
</tbody>
</table>

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate attainment beyond that required to achieve each of the unit outcomes. This attainment should be recorded and used to contribute towards course estimates and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment are provided in the paper Assessment (HSDU, 1996) and in Managing Assessment (HSDU, 1998).

Guidance on grading
Guidance on grading is offered for the various folio and examination components in terms of additional qualities that candidates may display beyond Grade C. For those key areas of quality beyond C, performance is described at Grade A. These descriptions constitute Indicators of Excellence.

Grade A performance will be characterised by an overall high quality. In the case of ‘productive’ activity (writing, critical essay, specialist study, oral presentation and discussion), it will show evidence of at least three of the indicators of excellence across at least two of the categories listed in the performance criteria and indicators of excellence tables for the task.
National Course Specification: course details (cont)

COURSE English and Communication (Higher)

Where the overall quality goes beyond the criteria for Grade C but falls short of A, it will attain Grade B. In this case it may show only one or two of the A characteristics or may show some elements of three or more indicators of excellence without reaching A quality for any.

For tasks involving a series of questions, (interpretation, textual analysis and critical listening), the marking scheme will be designed so that appropriate ‘cut-off scores’ guarantee achievement of the criteria required for Grade C and the appropriate range and quality of the indicators of excellence required for Grades B and A.

National Assessment Bank materials will make clear how indicators of excellence will be used for each outcome.

On successful completion of the Higher course, candidates will have demonstrated additional qualities and skills. For example, candidates who are able to achieve Grade C or better in the Interpretation will have demonstrated an ability to integrate skills acquired across units and also to apply these in an unfamiliar context. They will have fulfilled a criterion which requires comparison and synthesis. The Critical Essay question in the examination will have demanded recall and response to literature studied earlier, in Unit 2 or independently. In the Textual Analysis section of the paper candidates will have applied to unfamiliar texts reading skills developed in the Literary Study unit.

The criteria which deal with formal writing competence in both unit and course descriptions have been written to take account not only of candidate performance but also of the conditions under which a particular piece of work is completed. Since candidates who are completing written work for unit assessment and for folio submission will have access to notes, earlier drafts and reference materials (including dictionaries) and will have time to check and edit pieces, it is reasonable to expect consistent accuracy at each grade of pass. In the course examination, however, sufficient accuracy is stipulated at Grade C; this variation takes account of the pressures which examinations impose on candidates as well as the fact that candidates will not have access to support materials.

Those folio items which have been generated as part of unit study - the piece of writing and the Specialist Study - are therefore subject to the criterion of consistent accuracy at Grade C, while the Critical Essay in Paper II of the course examination will require sufficient accuracy in order to meet the Grade C requirements.

At all levels of English courses, further explanation of terms used in the performance criteria for internal and external assessment is offered through support materials. These include exemplars of candidates’ work and commentaries on how achievement of performance criteria is demonstrated.
## HIGHER EXTERNAL ASSESSMENT: FOLIO

### Folio Item 1: Writing

<table>
<thead>
<tr>
<th>GRADE C Performance Criteria</th>
<th>GRADE A Indicators of Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Content</strong>&lt;br&gt;Content is relevant and appropriate for purpose and audience, reveals depth and complexity of thought and is fully developed.</td>
<td>At least three bullet points from at least two categories.</td>
</tr>
<tr>
<td><strong>a) Structure</strong>&lt;br&gt;Structure is effective and appropriate for purpose, audience and genre; content is sequenced and organised in ways which assist impact.</td>
<td><strong>Content</strong>&lt;br&gt;• Content is particularly well selected for purpose and audience and shows qualities of insight/imagination/sophisticated thought.</td>
</tr>
<tr>
<td><strong>b) Expression</strong>&lt;br&gt;Capable use of techniques relevant to the genre and effective choice of words and sentence structures sustain a style and tone which clearly communicate a point of view/stance consistent with purpose and audience.</td>
<td><strong>Structure</strong>&lt;br&gt;• Structure is highly effective; skilful organisation of content significantly enhances the overall impact of the writing.</td>
</tr>
<tr>
<td><strong>c) Technical Accuracy</strong>&lt;br&gt;Spelling, syntax and punctuation are consistently accurate.</td>
<td><strong>Expression</strong>&lt;br&gt;• Techniques of the genre are used very effectively.&lt;br&gt;• Word choice is consistently apposite, expression is concise and effective and sentence structures are skillfully varied to achieve effects.&lt;br&gt;• As appropriate to purpose, the writer’s originality of thought/personality/individuality/stance permeates the ideas and use of language.</td>
</tr>
</tbody>
</table>

AND
Folio Item 2: Individual Presentation

<table>
<thead>
<tr>
<th>GRADE C Performance Criteria</th>
<th>GRADE A Indicators of Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) <strong>Content</strong>&lt;br&gt;Content is relevant and appropriate for purpose and audience, reveals depth and complexity of thought and is fully developed.</td>
<td>At least three bullet points from at least two categories.</td>
</tr>
<tr>
<td>b) <strong>Structure</strong>&lt;br&gt;Structure is effective and appropriate for purpose and audience; content is sequenced and organised in ways which assist impact.</td>
<td>Content&lt;br&gt;• Content is particularly well selected for purpose and audience and shows qualities of insight/sophisticated thought.</td>
</tr>
<tr>
<td>c) <strong>Expression</strong>&lt;br&gt;Clear and audible delivery and effective use of verbal and non-verbal techniques sustain a style and tone which clearly communicate a point of view/stance consistent with purpose and audience.</td>
<td>Structure&lt;br&gt;• Structure is highly effective; distinctions and relationships between aspects of content are made in ways which enhance the clarity and impact of the presentation.</td>
</tr>
<tr>
<td>d) <strong>Interaction with Audience</strong>&lt;br&gt;Audience requirements are fully taken into account, reactions are clearly acknowledged and questions are handled competently.</td>
<td>Expression&lt;br&gt;• Deliberate and subtle use is made of register, syntax and vocabulary to support purpose. &lt;br&gt;• Delivery is enhanced by sophisticated use of verbal and non-verbal techniques. &lt;br&gt;• Expression is very confident throughout.</td>
</tr>
</tbody>
</table>

Note: according to purpose, content is likely to be reflection, ideas, opinion, argument, information.

The grade for external assessment will be submitted to SQA in the form of a mark related to the criteria described above.

The effective marks scale will be:
Grade C: 6 or 7
Grade B: 8 or 9
Grade A: 10 or 11 or 12 or 12½
although, as noted earlier (p. 8), it is recognised that there may be special circumstances requiring submission of a mark below 6.

OR
Folio Item 2: Group Discussion

<table>
<thead>
<tr>
<th>GRADE C</th>
<th>GRADE A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Criteria</strong></td>
<td><strong>Indicators of Excellence</strong></td>
</tr>
<tr>
<td>a) <strong>Content of Contributions</strong>&lt;br&gt;Contributions show consistent orientation to purpose by including relevant and significant content, supported by detail/evidence.</td>
<td>At least three bullet points from at least two categories.</td>
</tr>
<tr>
<td>b) <strong>Expression</strong>&lt;br&gt;Contributions are consistently audible and clear and show skill in adapting verbal and non-verbal techniques as appropriate to purpose and audience</td>
<td>Content of Contributions&lt;br&gt;• Contributions are perceptive and consistently apposite for purpose.&lt;br&gt;• Supporting detail/evidence is consistently convincing.</td>
</tr>
<tr>
<td>c) <strong>Response to Other Points of View</strong>&lt;br&gt;Contributions attempt to shape the interaction by taking account of what others say, and promote good group relations.</td>
<td>Expression&lt;br&gt;• The use of a variety of verbal and non-verbal techniques is very effective.</td>
</tr>
</tbody>
</table>

Note:<br>According to purpose, content is likely to be comment, ideas, responses, opinion, information, argument.<br>According to the nature of the discussion, response to others may include analysing, summarising, using, expanding, supporting, challenging, refuting their contributions; and promoting group relations may include acknowledging others’ status (eg, as chair), encouraging contributions, involving other group members, speaking readily but not excessively.

The grade for external assessment will be submitted to SQA in the form of a mark related to the criteria described above.

The effective marks scale will be:
Grade C: 6 or 7
Grade B: 8 or 9
Grade A: 10 or 11 or 12½

OR

although, as noted earlier (p. 8), it is recognised that there may be special circumstances requiring submission of a mark below 6.
Folio Item 2: Critical Listening

<table>
<thead>
<tr>
<th>GRADE C Performance Criteria</th>
<th>GRADE A Indicators of Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Understanding</strong></td>
<td><strong>Understanding</strong></td>
</tr>
</tbody>
</table>
| Responses demonstrate secure understanding of key elements, central concerns and supporting details/relevant features of the observed communication. | • Responses reveal insight into key elements and central concerns of the observed communication.  
• Explanation of supporting details/relevant features is perceptive and thorough. |
| **b) Analysis**              | **Analysis**                    |
| Responses explain accurately and in detail ways in which aspects of verbal and non-verbal technique contribute to meaning/effect/impact. | • Responses reveal secure understanding of and insight into the uses and effects of verbal and non-verbal technique. |
| **c) Evaluation**           | **Evaluation**                  |
| Responses reveal clear engagement with the observed communication (or aspects of it) and stated or implied evaluation of its effectiveness, taking into account its perceived purpose, using appropriate critical terminology and substantiated with detailed and relevant evidence from the text. | • Evaluation is perceptive and reveals appreciative engagement with the observed communication as a whole.  
• Evaluation is substantiated with skilful use of textual evidence and accurate use of critical terminology. |

Critical listening may be assessed by a marking scheme designed so that attainment of a ‘passmark’ or ‘cut-off score’ guarantees achievement of the performance criteria for Grade C.

Critical listening may be assessed by a marking scheme designed so that ‘cut-off scores’ for Grades B and A guarantee the presence in responses of an appropriate range and quality of the indicators of excellence.

The grade for external assessment will be submitted to SQA in the form of a mark related to the criteria described above.

The effective marks scale will be:
- Grade C: 6 or 7
- Grade B: 8 or 9
- Grade A: 10 or 11 or 12½

although, as noted earlier (p. 8), it is recognised that there may be special circumstances requiring submission of a mark below 6.

AND
## Folio Item 3: Specialist Study: Language

<table>
<thead>
<tr>
<th>GRADE C Performance Criteria</th>
<th>GRADE A Indicators of Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) <strong>Understanding</strong></td>
<td>At least three bullet points from at least two categories.</td>
</tr>
<tr>
<td>In relation to the aspect(s) nominated for study, the investigation demonstrates secure understanding of key elements, characteristic features and significant details of language use.</td>
<td>Understanding</td>
</tr>
<tr>
<td>• The investigation reveals insight into key elements and characteristic features of language use.</td>
<td>• The investigation reveals insight into key elements and characteristic features of language use.</td>
</tr>
<tr>
<td>• Explanation of the nature of these is detailed and thorough.</td>
<td>• Explanation of the nature of these is detailed and thorough.</td>
</tr>
<tr>
<td>b) <strong>Analysis</strong></td>
<td>Analysis</td>
</tr>
<tr>
<td>The investigation explains accurately and in detail ways in which key elements and characteristic features of the nominated aspect(s) of language use contribute to meaning/effect/impact (as appropriate).</td>
<td>• The investigation reveals insight into ways in which the nominated aspect(s) of language use contribute(s) to meaning/effect/impact (as appropriate).</td>
</tr>
<tr>
<td>c) <strong>Evaluation</strong></td>
<td>Evaluation</td>
</tr>
<tr>
<td>The investigation reveals clear engagement with the nominated aspects of language use, substantiated with detailed and relevant evidence.</td>
<td>• Evaluation is perceptive and reveals appreciative engagement with the nominated aspect(s) of language use.</td>
</tr>
<tr>
<td>• Evidence is deployed skilfully.</td>
<td>• Evidence is deployed skilfully.</td>
</tr>
<tr>
<td>d) <strong>Expression</strong></td>
<td>Expression</td>
</tr>
<tr>
<td>Structure, style and language, including use of appropriate critical terminology, are deployed to communicate meaning clearly and develop a line of thought which is consistently relevant to purpose; spelling, syntax and punctuation are consistently accurate.</td>
<td>• Expression, including use of critical terminology, is consistently accurate and effective in developing a cogent argument.</td>
</tr>
</tbody>
</table>

OR
**Folio Item 3: Specialist Study: Literature**

<table>
<thead>
<tr>
<th>GRADE C</th>
<th>GRADE A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Criteria</strong></td>
<td><strong>Indicators of Excellence</strong></td>
</tr>
</tbody>
</table>

a) **Understanding**
   In relation to the aspect(s) nominated for study, the review demonstrates secure understanding of key elements, central concerns and significant details of the text(s).

b) **Analysis**
   The review explains accurately and in detail ways in which aspects of structure/style/language contribute to meaning/effect/impact.

c) **Evaluation**
   The review reveals clear engagement with the text(s) or aspects of the text(s) and stated or implied evaluation of effectiveness, substantiated with detailed and relevant evidence from the text(s).

d) **Expression**
   Structure, style and language, including use of appropriate critical terminology, are deployed to communicate meaning clearly and develop a line of thought which is consistently relevant to purpose; spelling, syntax and punctuation are consistently accurate.

At least three bullet points from at least two categories.

**Understanding**
- The review reveals insight into key elements and central concerns of the text(s).
- Explanation of how these are presented and developed is detailed and thorough.

**Analysis**
- The review reveals insight into the writer’s use of literary/linguistic technique.

**Evaluation**
- Evaluation is perceptive and reveals appreciative engagement with the text(s)
- Critical stance is established and sustained through skilful use of textual evidence.

**Expression**
- Expression, including use of critical terminology, is consistently accurate and effective in developing a cogent argument.

OR
**Folio Item 3: Specialist Study: Oral Communication**

<table>
<thead>
<tr>
<th>GRADE C Performance Criteria</th>
<th>GRADE A Indicators of Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Understanding</strong></td>
<td>At least three bullet points from at least two categories.</td>
</tr>
<tr>
<td>In relation to the aspect(s) nominated for study, the analysis demonstrates secure understanding of key elements, characteristic features and significant details of oral communication.</td>
<td><strong>Understanding</strong></td>
</tr>
<tr>
<td>• The analysis reveals insight into key elements and characteristic features of oral communication.</td>
<td>• The analysis reveals insight into key elements and characteristic features of oral communication.</td>
</tr>
<tr>
<td>• Explanation of the nature of these is detailed and thorough.</td>
<td>• Explanation of the nature of these is detailed and thorough.</td>
</tr>
<tr>
<td><strong>b) Analysis</strong></td>
<td><strong>Analysis</strong></td>
</tr>
<tr>
<td>The analysis explains accurately and in detail ways in which key elements and characteristic features of the nominated aspect(s) of oral communication contribute to meaning/effect/impact (as appropriate).</td>
<td>• The analysis reveals insight into ways in which the nominated aspect(s) of oral communication contribute(s) to meaning/effect/impact (as appropriate).</td>
</tr>
<tr>
<td><strong>c) Evaluation</strong></td>
<td><strong>Evaluation</strong></td>
</tr>
<tr>
<td>The analysis reveals clear engagement with the nominated aspect(s) of oral communication, substantiated with detailed and relevant evidence.</td>
<td>• Evaluation is perceptive and reveals appreciative engagement with the nominated aspect(s) of oral communication.</td>
</tr>
<tr>
<td>• Evidence is deployed skillfully</td>
<td>• Evidence is deployed skillfully</td>
</tr>
<tr>
<td><strong>d) Expression</strong></td>
<td><strong>Expression</strong></td>
</tr>
<tr>
<td>Clear and audible delivery, effective use of verbal and non-verbal techniques and appropriate use of critical terminology develop a line of thought which is consistently relevant to purpose and which takes full account of audience requirements, acknowledging reactions and responding competently to questions.</td>
<td>• Delivery is enhanced by sophisticated use of verbal and non-verbal techniques and accurate use of critical terminology.</td>
</tr>
<tr>
<td>• Expression, including sophisticated use of verbal and non-verbal techniques and accurate use of critical terminology, is consistently effective in developing a cogent argument.</td>
<td></td>
</tr>
</tbody>
</table>
### HIGHER EXTERNAL ASSESSMENT: EXAMINATION

#### Interpretation

<table>
<thead>
<tr>
<th>GRADE C Performance Criteria</th>
<th>GRADE A Indicators of Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Understanding</strong></td>
<td><strong>Understanding</strong></td>
</tr>
</tbody>
</table>
| Responses demonstrate understanding of significant ideas/information and supporting details, provide full explanation of their relationships and summarise adequately the main concerns of the text(s) (or part of the text(s)). | Responses demonstrate clear understanding of and insight into significant ideas/information, supporting details and their relationships.  
- The main concerns of the text are summarised in a concise yet comprehensive way. |
| **b) Analysis**                | **Analysis**                     |
| Responses explain accurately and in detail ways in which aspects of structure/style/language contribute to meaning/effect/impact. | Explanation of ways in which aspects of structure/style/language contribute to meaning/effect/impact are perceptive. |
| **c) Evaluation**              | **Evaluation**                   |
| An evaluation is made of the effectiveness of the text(s) which takes into account the purpose(s) and stance(s) of the writer(s), makes appropriate use of critical terminology and is substantiated with detailed and relevant evidence from the text(s). | Evaluation of the effectiveness of the text shows full appreciation of the writer’s purpose and stance, uses critical terminology accurately and is substantiated convincingly with evidence from the text. |
| **d) Comparison**              | **Comparison**                   |
| The main concerns and/or styles and/or stances of two thematically linked texts are compared with accurate indication of similarities and/or differences. | The main concerns and/or styles and/or stances of two thematically linked texts are compared skilfully in a succinct yet comprehensive way. |

The interpretation marking scheme will be designed so that attainment of a ‘pass mark’ or ‘cut-off score’ guarantees achievement of the performance criteria for Grade C.  
The interpretation marking scheme will be designed so that ‘cut-off scores’ for Grades B and A guarantee the presence in responses of an appropriate range and quality of the indicators of excellence.
# Textual Analysis

<table>
<thead>
<tr>
<th>GRADE C Performance Criteria</th>
<th>GRADE A Indicators of Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Understanding</strong></td>
<td><strong>Understanding</strong></td>
</tr>
</tbody>
</table>
| Responses demonstrate secure understanding of key elements, central concerns and significant details of the text. | • Responses reveal insight into key elements and central concerns of the text(s).  
• Explanation of significant detail is perceptive and thorough. |
| **b) Analysis**              | **Analysis**                     |
| Responses explain accurately and in detail the ways in which aspects of structure/style/language contribute to meaning/effect/impact. | • Responses reveal secure understanding of and insight into the writer’s use of literary/linguistic technique. |
| **c) Evaluation**           | **Evaluation**                   |
| Responses reveal clear engagement with the text or aspects of the text and stated or implied evaluation of effectiveness, using appropriate critical terminology and substantiated with detailed and relevant evidence from the text. | • Evaluation is perceptive and reveals appreciative engagement with the text or extract as a whole.  
• Evaluation is substantiated with skilful use of textual evidence and critical terminology. |

The textual analysis marking scheme will be designed so that attainment of a ‘pass mark’ or ‘cut-off score’ guarantees achievement of the performance criteria for Grade C. The textual analysis marking scheme will be designed so that ‘cut-off scores’ for Grades B and A guarantee the presence in responses of an appropriate range and quality of the indicators of excellence.
**Critical Essay**

<table>
<thead>
<tr>
<th>GRADE C Performance Criteria</th>
<th>GRADE A Indicators of Excellence</th>
</tr>
</thead>
</table>
| **a) Understanding**  
As appropriate to task, the response demonstrates secure understanding of key elements, central concerns and significant details of the text(s). | At least three bullet points from at least two categories. |

**Understanding**
- The response reveals insight into key elements and central concerns of the text(s).
- Explanation of how these are presented and developed is detailed and thorough.

**Analysis**
- The response reveals insight into the writer’s use of literary/linguistic technique.

**Evaluation**
- Evaluation is perceptive and reveals appreciative engagement with the text(s).
- Critical stance is established and sustained through skilful use of textual evidence.

**Expression**
- Expression, including use of critical terminology, is consistently accurate and effective in developing a cogent argument.
- Structure, style and language, including use of appropriate critical terminology, are deployed to communicate meaning clearly and develop a line of thought which is consistently relevant to purpose; spelling, syntax and punctuation are sufficiently accurate.
National Course Specification: course details (cont)

COURSE English and Communication (Higher)

APPROACHES TO LEARNING AND TEACHING

Activities of the course
The activities which characterise a Higher English course arise naturally from the rationale.

In order to develop language-handling skills, to broaden and refine linguistic, literary and media awareness, to extend experience and knowledge, to develop appreciation and to gain pleasure, candidates should engage in a programme of activities of the kinds listed below. These will involve all modes of language and could be undertaken at individual, group or class levels.

- Exploring, in talk and writing, experiences (both real and imagined), feelings, emotions and ideas.
- Expressing these in a variety of prose/dramatic/poetic forms.
- Experimenting with different models and styles.
- Discussing personal programmes of reading and writing with a teacher or lecturer.
- Discussing ideas/themes/texts/approaches with peers/teacher or lecturer.
- Taking part in debates.
- Undertaking personal reading, independent study and research.
- Skimming, scanning, close reading.
- Consulting and comparing a number of texts.
- Contrasting and collating information from different texts.
- Identifying the main concerns, structures and styles of texts and, where appropriate, interrelationships between texts.
- Acquiring techniques for analysing key passages in relation to whole texts.
- Acquiring awareness of the contexts (literary, historical, ideological) of a text.
- Applying a knowledge of literary concepts and critical approaches both to texts and to any ensuing writing tasks.
- Reviewing, summarising, making notes.
- Forming opinions and taking a stance.
- Planning, drafting, editing, redrafting; presenting collated and revised material in appropriate form and style.

Literature
The study of literature should pervade the course. The system of assessment is designed to allow teachers, lecturers and candidates the freedom to choose the literary texts that will in their view best encourage development and enrichment. The range of prose, poetry and drama open to candidates in the Specialist Study and Literary Study units and the preparation for the external unseen Textual Analysis is intentionally wide. It is desirable that, over the course as a whole, candidates should come into contact with the main genres of literature, contemporary and earlier works, writings from other cultures in the English-speaking world and, where appropriate, works in translation. In addition, candidates should study at least one text by a Scottish writer (or in the case of poetry, a group of short texts). There is a more detailed reference to the place of Scottish language and literature in the Subject Guide.
**National Course Specification: course details (cont)**

**COURSE** English and Communication (Higher)

**Linguistic and literary awareness**
In order to engage adequately in the activities listed above, candidates should refine and extend their understanding of, and capacity to use, some of the more important features of language, structure and style.

Candidates should be familiar with:
- the more important ways in which language varies according to user and use (for example, register, Scots language forms, regional and other dialects, standard and non-standard forms and multi-cultural varieties)
- the distinction between connotative and denotative uses of language
- the ways in which, over time, language changes in vocabulary, pronunciation and structure
- the names and uses of the main word classes - noun, pronoun, adjective, article, verb, adverb, preposition and conjunction
- the names and uses of the basic syntactic units - sentence, clause, phrase/group
- the more commonly used conventions of written language.

Candidates should also possess:
- a critical terminology for discussing prose, poetry and drama with regard to genres and conventions and to the more commonly used rhetorical and poetic devices and metrical patterns
- a critical terminology for discussing the products of the mass media
- an understanding of what facilitates/prevents effective communication.

Work on linguistic and literary awareness will normally be undertaken in the context of course activities. From time to time, however, some direct study and teaching of these concepts may still be called for. The important point is that candidates should be able to apply this knowledge in their own use of language and in understanding and responding to the language of others.

The performance criteria indicate the ways in which at Grade C and above candidates are expected to utilise their knowledge and understanding of linguistic and literary concepts. Knowledge about language will not be separately assessed.

**Approaches**

**Methods**
There will be a place for class, group and individual teaching. Sometimes the class lesson or lecture will have its place when, for example, introducing a text, offering an overview, or demonstrating possible structures for the Specialist Study. Teachers and lecturers will also recognise the continuing importance of the group as a focus for collaborative activities, including Group Discussion in Oral/Aural Communication and at certain stages in the development of the Specialist Study. Individual study, occasionally supported by the teacher or lecturer, will provide the increasing independence which the course seeks to foster.
National Course Specification: course details (cont)

COURSE English and Communication (Higher)

Support
As teachers and lecturers prepare their candidates to meet the requirements of the outcomes, they will teach candidates about the nature of the task, particular approaches, the skills required and the aspects of the task which constitute the Indicators of Excellence. When the candidate is attempting a summative assessment task, the teacher or lecturer may continue to offer introductory support (such as introducing the topic/task, reminding the candidate of the requirements and processes) but the work to be assessed must be unassisted. Teachers and lecturers will be mindful of the need to prepare candidates for external examination by advising on strategies and providing opportunities for practice.

Independent study
The course should encourage candidates to engage in independent study as an end in itself and also as an essential preparation for further studies or for the world of work and leisure. In particular, the Specialist Study of text(s) or of language use or of an aspect of oral communication is designed to encourage candidates to take responsibility for their own learning. While the teacher or lecturer will have a supporting role in guiding the choice of texts or topics and advising on the skills appropriate to the study, the main emphasis should be on the candidate taking the initiative in the management and completion of the task.

Talking and listening
In addition to the learning and teaching which will be specific to the Oral/Aural Communication units (Units 3A, 3B and 3C) and the Specialist Study: Oral Communication unit (Unit 4C), candidates should be offered opportunities to try out ideas in discussion, to test opinions, to modify or defend their own statements and to respond to the ideas put forward by others in lively debate. They should be encouraged to challenge assumptions and assertions. Talk also acts as a stimulus for writing, as a means of assimilating reading, listening and viewing, and as a method of eliciting information. Discussion in groups is a valuable means of support for pupils in exploring and clarifying ideas about texts, including those chosen by individuals for the Specialist Study. For these reasons, the fostering of oral and aural skills will be one of the most important aspects of the course.

Reading
In the Specialist Study, candidates are given the ultimate responsibility for choosing their own text(s). Here, and throughout the course, they should be encouraged to develop their strategies for both close and extended reading. Over the entire course, texts for study should be drawn not only from imaginative literature but also from journalism and other transactional writings. Starter papers and oral presentations to stimulate group discussions can illuminate major concerns of the text. Writing about a text, even at an early stage of its study, helps candidates to explore it. By means of such activities, command of critical concepts and vocabulary can be strengthened. Contextualised study and discussion can be supported by direct teaching and the use of appropriate reference books. Some texts benefit from audio-visual presentation.

Writing
Writing is predominantly a private activity, involving experimentation with different models and styles, experience of redrafting and study of established writers’ products. Collaborative approaches to writing which are most valuable are, for example, one writer recording the opinions of a group in order to report to a larger audience, a group working through an exercise involving comprehension or interpretation, one-to-one discussion, writing workshops, visits by professional writers.
National Course Specification: course details (cont)

**COURSE** English and Communication (Higher)

Writing is best when it is purposeful and informed by a sense of audience. Candidates should therefore be encouraged to write not only for the classroom but for a variety of readerships.

The Specialist Studies in Language and Literature will entail a sustained form of writing. Support may be offered in the ways suggested above and in the support notes for these units. Candidates are required, however, to accept responsibility for their own finished work.

**Assessment as part of teaching**
The teacher’s or lecturer’s regular response to each candidate’s work remains a most important element in the learning process. It should identify success and provide constructive comment on candidates’ development needs. These should be discussed with a view to agreeing action. Peer assessment will also have a part to play, not least as candidates work on the Specialist Study. Help with any learning difficulties may be called for. It is recommended that candidates compile and maintain a Log Book, recording work undertaken during the course.

Candidates should be encouraged to offer evaluative comment on the course and its content as part of their personal development.

**Planning and organisation**
Departments will find it helpful to produce an outline of how the aims of the course are to be achieved. It will be invaluable both for teachers and lecturers new to a department and for senior management; it will promote compatible approaches within the department itself; it will be particularly necessary if responsibility for individual candidates is to be shared by teachers or lecturers in the department. The Principal Teacher or Course Leader will have a central role both in devising this outline and in supporting colleagues in its implementation. It will be of benefit if candidates are provided with a separate, concise document describing the course and how it fits into the general English and Communication curriculum.

**Balance, progression, time**
For a subject such as English, where growth and competence are more important than the transmission of content, considerations of balance, progression and time raise issues which can effectively be resolved only by taking account of candidates’ needs and their particular situations.

**Balance**
In the course there should be a balance of the following:
- the acquisition and application of concepts and skills
- language and literature
- the productive and the receptive modes
- close and extended reading
- printed texts and other media
- imaginative and transactional forms of writing
- contemporary and earlier writings
- individual and group study
- independent and teacher/lecturer-directed study
- tutorials and class or group lessons.

The list is not exhaustive. The principle of balance is more important than its itemisation and should be a continuing concern behind all planning and teaching.
National Course Specification: course details (cont)

COURSE English and Communication (Higher)

Progression
Progression, for example, from Standard Grade Credit or Intermediate 2 to Higher, should be evident in the form of an enhanced demand in the level of difficulty of texts and critical approach, and in the length and quality of writing expected. The level of demand is indicated in the performance criteria, evidence requirements and support notes for the relevant units. A similar progression is described in the performance criteria, evidence requirements and support notes for Oral/Aural Communication.

It will also be appropriate to continue to encourage the development of social and working relationships. In addition, as far as possible, the candidate should be enabled to exercise choice through the offer of course or content options and to undertake tasks which require a greater element of private study.

Time
The structure of the assessment system and its relative weightings offer guidance as to the allocation of time which might be given to different components of the course, but the teacher/lecturer’s decision will also be influenced by the needs, abilities and interests of the class.

SPECIAL NEEDS
This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English (SQA, 1998).

SUBJECT GUIDES
A Subject Guide to accompany the Arrangements document has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.
National Unit Specification: general information

UNIT Language Study (Higher)

NUMBER D208 12

COURSE English and Communication (Higher)

SUMMARY
While each unit in the Higher course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the Language Study focuses on writing of different kinds and on reading for writing. Candidates will read and learn about a wide variety of complex texts whose purposes are informative, expressive and creative/imaginative. A high level of reading skill will be required as texts are studied and analysed for information, for meaning and as models of writing.

The Language Study is a mandatory component unit of the Higher English course. It may also be used to form part of other unit groupings created to fulfil particular purposes. The unit builds upon skills and experience gained in Standard Grade English or in Language Study (Int 2).

The content of the unit comprises:
• the skills and concepts required for informational, expressive and creative writing, including summary and report writing, writing which reflects, persuades or argues, and writing in literary genres
• the skills and concepts required for reading informational and literary texts of recognised quality and for gaining access to information technologies
• the skills and concepts required for individual talk, discussion and listening.

OUTCOMES
1 Understand, analyse and evaluate non-fiction print text which conveys complex information.
2 Compose a piece of writing in a particular genre.
National Course Specification: general information (cont)

UNIT Language Study (Higher)

RECOMMENDED ENTRY
While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:
- Standard Grade English at Credit level
- Intermediate 2 English and Communication.

CREDIT VALUE
1 credit at Higher.

CORE SKILLS
This unit gives automatic certification of the following:

**Complete core skills for the unit** None

**Core skills components for the unit** Written Communication H

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).
National Unit Specification: statement of standards

UNIT Language Study (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1
Understand, analyse and evaluate non-fiction print text which conveys complex information.

Performance criteria

Understanding
Responses demonstrate understanding of significant ideas/information and supporting details, provide full explanation of their relationships and summarise adequately the main concerns of the text (or part of the text).

Analysis
Responses explain accurately and in detail ways in which aspects of structure/style/language contribute to meaning/effect/impact.

Evaluation
An evaluation is made of the effectiveness of the text which takes into account the writer’s purpose(s) and stance, makes appropriate use of critical terminology and is substantiated with detailed and relevant evidence from the text.

Evidence requirements
Written or spoken responses to unseen questions on an unseen non-fiction text which conveys complex information.

Responses must be unassisted and written or spoken in the presenting centre under supervision.

The candidate must meet all of the performance criteria in response to one text.

The text will be characterised by: content which communicates information, ideas and meaning at a sophisticated level (often marked by the number and relationship of ideas, by the density of detail or by abstraction); consistent and varied use of paragraphs to support line of thought and structure; varied use of sentence structure; apposite choice and skilful use of words.

OUTCOME 2
Compose a piece of writing in a particular genre.

Performance criteria

Content
Content is relevant and appropriate for purpose and audience, reveals depth and complexity of thought and is fully developed.

Structure
Structure is effective and appropriate for purpose, audience and genre; content is sequenced and organised in ways which assist impact.
National Unit Specification: statement of standards (cont)

UNIT Language Study (Higher)

Expression
Capable use of techniques relevant to the genre and effective choice of words and sentence structures sustain a style and tone which clearly communicate a point of view/stance consistent with purpose and audience.

Technical Accuracy
Spelling, syntax and punctuation are consistently accurate.

Note: according to purpose, content is likely to be reflection, ideas, opinion, argument, information.

Evidence requirements
A piece of writing which must be expressive or creative or a report.

The piece of writing, poetry excepted, must be at least 650 words in length. The length of a piece of poetry will depend on the chosen form but it should be enough to allow the achievement of all the performance criteria to be demonstrated.

The piece of writing must be unassisted and produced under supervision which guarantees authenticity through a process requiring the candidate to submit the following at appropriate stages:
- draft title and proposals
- outline plan
- first draft
- final submission.

Draft materials must be retained as evidence of authenticity.

The candidate must meet all of the performance criteria in one piece of writing.

Expressive
Expressive writing includes reflective, persuasive and argumentative forms.

Reflective: this writing will aim to interest or give pleasure, rather than simply convey information; it will concern itself usually with a single idea, insight or experience and will include reflection on knowledge, thoughts or feelings engendered by it.

Persuasive: this writing will persuade to a purpose or point of view (for example, to sell a product, or influence opinion/belief), usually concerning itself with a single topic or issue.

Argumentative: this writing will treat a topic or issue in a way which presents a line of argument, dealing with two or more varying viewpoints.

Creative
Creative writing includes work in poetry or drama or prose fiction.

In relation to structure and technical accuracy, the creative writer should be allowed scope to depart from convention to achieve particular effects. Such departures must, however, be intentional.

In relation to tone, the creative writer’s ‘voice’ need not be ‘heard’ in the same way as the expressive writer’s. Often the tone of a creative piece will be evident in the ways in which mood and atmosphere are created.
National Unit Specification: statement of standards (cont)

UNIT Language Study (Higher)

The impact of writing is a key measurement of quality and is often dependent upon the clarity of the writing. In some creative forms, however, impact may be achieved through intentional and crafted obliqueness. Similarly, the point of view in a piece of creative writing may be representative (eg, a character’s or narrator’s) or, in more subtle cases, multiple or even disguised.

Report
The report must contain relevant complex information selected from at least four sources. In order to meet the requirements of the performance criteria, material drawn from sources must be recast or paraphrased appropriately for purpose.

The report must fulfil a clearly expressed remit and be prefaced by a concise statement outlining purpose and describing procedures used to gather information.

The writer’s point of view and the tone will depend on the nature of the remit: point of view is likely in many cases to be one of detached objective presentation of information or use of evidence to draw conclusions; and tone is likely to be impersonal and formal.
National Unit Specification: support notes: summary

UNIT Language Study (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

While all language purposes may be covered in this unit, there will be particular focus on informing, expressing and creating.

The candidate will identify, locate, study and respond to a selection from such texts as:
- reference texts, including print and electronic texts
- reports
- extended factual articles from journalistic texts
- extended news articles and broadcast news items/reports
- documentary broadcasts
- feature articles and documentaries dealing with different points of view
- persuasive texts including advertisements
- biography and autobiography
- letters and memoirs
- formal essays
- literary texts from different genres.

The candidate will engage in a variety of reading, writing, talking and listening activities such as:
- analysing and using different reading skills/purposes
- analysing and using different writing skills/purposes
- deploying different research techniques
- keeping records
- identifying sources
- creating banks of information
- evaluating sources/texts
- synthesising information and ideas
- identifying and manipulating points of view
- analysing and using persuasive techniques
- creative writing workshops
- examining model texts and structures
- analysing and using literary and linguistic devices and techniques
- constructing and manipulating different forms
- analysing and using different questioning techniques
- individual and collaborative talk.

Outcomes
1. Understand, analyse and evaluate non-fiction print text which conveys complex information.
2. Compose a piece of writing in a particular genre.
National Unit Specification: support notes

UNIT Language Study (Higher)

GUIDANCE ON CONTENT AND CONTEXT
The summary table gives indication of content and context. Opportunities for talking and listening activities will arise as candidates pursue study in this unit. Where Oral/Aural Communication (Unit 3) features as part of an integrated Higher course or another grouping of units, it will be possible to teach and assess oral/aural skills in the context of this unit. Where appropriate, Scottish texts/materials will feature in the unit.

Outcome 1: Understand, analyse and evaluate non-fiction print text which conveys complex information.

Opportunities should be provided for the candidate to read a variety of non-fiction texts and graphical and pictorial representations which offer a range of reading demands: for example, books (including biography, autobiography, memoirs, collections of letters and essays); newspapers and magazines; pamphlets; notices; advertisements; instructions; graphs; tables; charts and reports.

The texts chosen should be appropriate to the needs of the candidate group and where possible should be integrated with other areas of study, either within the course programme or within other subjects/topics which the candidate is studying.

GUIDANCE ON LEARNING AND TEACHING APPROACHES
Learning and teaching approaches should be active and candidate-centred, utilising a variety of tasks and activities including teacher/lecturer exposition, class and small group discussion of texts and individual study.

Formative activities developing analytical and evaluative reading skills may be part of projects and practical activities drawn from this unit or from other social or vocational contexts.

GUIDANCE ON APPROACHES TO ASSESSMENT
As assessment is an integral part of the learning and teaching process, the candidate should be encouraged to read widely and to undertake a number of activities for formative purposes.

In summative assessment, care must be taken both in the selection of texts and in question design. Questions should be designed to create a framework within which the candidate has opportunity to demonstrate coverage of all of the performance criteria.

The text(s) chosen for assessment must be sufficiently complex to allow the candidate to understand, analyse and evaluate to the standard required by the performance criteria and the evidence requirements. A quality newspaper is likely to yield suitable material for summative purposes. At this level the internal structure of the article should be noticeably complex. It is likely that the sentence length will be varied for effect and emphasis. It is also likely that journalistic writing will be characterised by a stylistic richness. There may indeed be an intentional discrepancy between a chosen style and the ostensible purpose of the writing: the writer may choose, for instance, to insert colloquialisms into a formal context to highlight the point being made. Overall scrutiny of the text may well reveal a sustained but subtle attempt to manipulate the reader’s response through irony, humour and other devices.
National Unit Specification: support notes (cont)

UNIT Language Study (Higher)

Certain types of newspaper or journal are likely to include appropriate articles which are concerned with the presentation, analysis and synthesis of information. The subject matter may well be of a technical rather than a statistical nature. The reader may be presented with a substantial volume of new information in connection with a comparatively specialised area of knowledge.

Some writing being used for this outcome may explore an issue from several perspectives. Biography, autobiography, memoirs and essays will provide valuable material for the investigation of both issues and points of view.

The summative assessment of this outcome must take place under controlled conditions in the presenting centre.

Outcome 2: Compose a piece of writing in a particular genre.

The candidate will produce one piece of writing for summative assessment drawn from the categories identified in Group A or Group B or Group C.

**Group A: Expressive**
- a personal reflective essay
- a persuasive essay
- an argumentative essay.

**Group B: Creative**
- a piece of prose fiction (eg short story, episode from a novel)
- a poem or set of thematically linked poems
- a dramatic script (eg scene, monologue, sketch).

**Group C: Report**
- a report fulfilling an agreed remit

GUIDANCE ON LEARNING AND TEACHING APPROACHES
The following notes are designed to assist teachers, lecturers and candidates to define genre specifications, identify different writing techniques and recognise qualities sought at this level.

**Expressive**
The main requirements of the **reflective** essay are that it will:
- be genuinely contemplative; its personal tone may be confidential, amused, concerned, indignant…
- communicate to the reader a clear sense of the writer’s personality
- not merely offer the product of reflection but engage the reader in the writer’s **process** of reflection through a distinct authorial voice or stance
- where more than one idea, insight or experience is involved, through the writer’s treatment give unity to these.

The reflective essay at Higher is **not** simply an account of an experience.
National Unit Specification: support notes (cont)

UNIT Language Study (Higher)

The main requirements of the **persuasive** essay are that it will:
- carry a clear sense of conviction or inducement; tone may range from encouragement, through cajoling to pressurising
- make effective use of a number of persuasive techniques, such as manipulating information, claiming necessity/exclusivity, flattering, employing technical jargon/rhetoric.

The main requirements of the **argumentative** essay are that it will:
- communicate a clear and balanced line of argument
- present two sides of an argument (or more, if applicable)
- distinguish between facts and opinions
- convey an argumentative tone which is measured, reasonable and yet carries personal conviction
- communicate to the reader a clear sense that the writer has weighed up different aspects of the argument before reaching conclusions
- make effective use of a number of argumentative techniques such as comparison, contrast, confirmation, refutation, counter-argument, proof, disproof.

Candidates will choose their own topics for a piece of expressive writing in consultation with the supervising teacher or lecturer. Stimulus material for this outcome will come from a variety of sources similar to the range of texts suggested for Outcome 1 of the unit:
- journalism extracts, newspaper special investigations and features
- essays by literary authors
- essays in biography/autobiography
- pressure-group handouts
- advertising
- extracts from literary texts
- speeches
- thematic studies across genres and media: for example, feminism, homelessness, irony.

Teaching approaches for this outcome will have wide application and attention to the following will assist in the development of appropriate skills: structure, line of argument, linking, topic sentences, breadth of vocabulary, clarity of expression, rhetorical devices (as necessary), personal involvement (as appropriate), the place of significant detail and the use of examples and illustrations to clarify ideas.

**Creative**
The candidate will choose the topic and form for the piece of creative writing in consultation with the supervising teacher or lecturer. The literary achievements of others will provide models for writing and therefore those candidates who are also studying Unit 2 as part of a course or group of units will be exposed to a wide range of literature. For candidates who are studying this unit on a free-standing basis, there will be a need to create the context and content which will provide resources for candidates’ ideas.

Candidates should be encouraged to explore and experiment with a range of genres and styles. In this way they will develop interests and preferences leading to a sharpening of focus when it comes to making choices for writing.

This allows experimentation in a number of forms, but teachers and lecturers should encourage candidates to recognise interests and strengths at a relatively early stage. Some candidates will have particular needs and interests and allowance should be made for those who wish to develop skills in one area and for those whose strengths enable them to achieve high standards in several different forms.
The genre specification is as follows:
- 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).

A piece of prose fiction (for example, short story, episode from a novel)
Fiction is difficult to define, but some of the following characteristics are likely to feature in work which has been shaped and crafted:
- a plot, or clear narrative development, centred on identifiable characters (or other agents) and leading to some kind of denouement
- an opening, setting the scene, introducing the characters/agents; a development, expanding our knowledge of predicament or situation; a conclusion, giving some kind of point to, or understanding of, characters and their development
- a significant selection of material and a significant shaping of content and theme
- a necessary connection between and among all the parts, so that none of the material appears irrelevant or contradictory
- a structure, form and style appropriate to the fiction
- creation of mood and atmosphere by skilful use of language
- an appropriate use of dialogue, imagery and symbolism
- a stance or tone, which, while often not intrusive or obvious, demonstrates the writer’s command of the material.

The writer of fiction may exploit topics and themes from an unlimited range. Candidates, however, may find the following suggestions helpful:
- a person, a place, an object
- an event, a situation, a relationship
- an argument, a conflict, a misunderstanding
- a discovery, a choice, a dilemma
- a prejudice, a delusion, an obsession
- a memory, an image, an insight
- an experience, an issue, an activity.

A poem or set of thematically linked poems
Because there is an endless variety of approaches and forms, it is unrealistic to prescribe what a poem should be. When crafting poetry, candidates should bear in mind the following considerations:
- writing poetry involves much more than randomly chopping up prose into lines; poetry should be recognisably different from prose in, for example: its choice and arrangement of words, lines and verses/stanzas; the often surprising connections it makes between words; its often condensed and heightened use of language; its greater use of figurative language; its deployment of sound and rhythm; and its often unconventional syntax and patterning of ideas and images
- a poem should present its topic in a striking and original way
- whatever the range and variety of its references and detail, the theme of a poem should be focused and unified through its imagery and structural control
- the poem should contain a clear sense of the writer’s imaginative/emotional/intellectual involvement with the topic
- a poem should aim to engage the reader’s imaginative/emotional/intellectual responses as fully as possible
- none of a poem’s individual parts will seem unnecessary; its overall effect will be aesthetically pleasing.
National Unit Specification: support notes (cont)

UNIT Language Study (Higher)

The writer of poetry may exploit topics and themes from an unlimited range. Candidates, however, may find the following suggestions helpful:

- a person, a place, an object
- a condition, a situation, a relationship
- a mood, a memory, a feeling
- an image, an idea, an insight
- an experience, an issue, an activity.

A dramatic script (for example, scene, monologue, sketch)
In creating a dramatic script, candidates should be able to demonstrate a range of specific skills that illustrate their understanding of the nature and potential of the genre. In particular, they should be able to:

- create characters who are credible, interesting and capable of provoking in the reader an intellectual and/or emotional response
- make effective use of dialogue - and other modes of communication (including non-verbal modes such as gesture, body-language)
- establish a setting in which, and a situation out of which, the drama will arise
- develop and communicate a recognisable theme, a centre of interest that will give point to the script
- produce a particular effect, mood or atmosphere
- demonstrate familiarity with the requirements of script layout and presentation
- convince the reader of the potential of the script for dramatic realisation in an appropriate medium, ensuring always that stage directions, technical effects and other production notes are directly linked to the action.

The writer of drama may exploit topics and themes from an unlimited range. Candidates, however, may find the following suggestions helpful:

- an event, a situation, a relationship
- an argument, a conflict, a misunderstanding
- a discovery, a choice, a dilemma
- a prejudice, a delusion, an obsession
- a mood, a memory, a feeling
- an idea, an issue, an experience.

Stimulus material for this outcome will come from a variety of sources and may take many forms:

- work produced within the genre by writers of recognised quality
- work produced by candidate writers at a level similar to or more advanced than the class or group members
- extracts from other arts: visual, audio-visual, performing, music.

Candidates are encouraged to make use of a wide range of different language forms and, in particular, Scottish language forms should be used where appropriate.

Report
The topic and scope and remit of the report will be agreed by the candidate with the teacher or lecturer. The remit may include the need for candidates to make recommendations based on the evaluation of information gathered. At this level the concise statement should include a justification for the structure and format of the report.
UNIT Language Study (Higher)

The evidence requirements for the report state that information will be derived from at least four sources. Possible categories of sources include:

- print sources including text books/reference books, journalism, research articles/essays, letters, memoranda, other reports
- surveys using questionnaires, interviews
- practical investigations, for example, observation of experiments, measurements
- non-print sources, including maps, graphs, diagrams
- audio-visual sources, including radio, television, video
- databases.

It is permissible for all four sources to come from any one of these categories.

It is important to note that, in the context of the report, complexity relates to the nature of the information to be conveyed and not necessarily to the manner chosen to express the information. Often, complex information may be appropriately conveyed in complex language, particularly if the specified audience/reader is familiar with the topic under discussion or possesses a general linguistic sophistication. Equally, there may be occasions when the nature of the audience requires candidates to express complex information in language which is intentionally simple.

The writing should have a logical structure. It is important that the structure used matches the one described in the concise statement. At this level, it is reasonable to expect that the chosen structure should clearly identify the constituent aspects of the report and how they are linked.

Diagrams, tables, charts and graphs may be included, if appropriate to the chosen form. Headings, appendices, bibliographies and a lettering or numbering system to separate the constituent sections may also be used.

The subject matter of the report may relate to another curricular area of study. It is possible that part of the assessment evidence required by another subject may demonstrate coverage of the performance criteria for writing and the evidence requirements for the report. The report would, however, have to be completed in the controlled conditions which pertain in this unit. The teacher or lecturer responsible for presentation would have to be satisfied that the degree of guidance which may have been offered in other disciplines does not go beyond the specifications of this outcome.

GUIDANCE ON APPROACHES TO ASSESSMENT

As assessment is an integral part of the learning and teaching process, the candidate should be encouraged to read widely, to write in a variety of forms for different purposes and audiences and to undertake a number of activities for formative purposes.

In summative assessment, care must be taken in question design. Writing tasks must be designed to create a framework within which the candidate has opportunity to demonstrate coverage of all of the performance criteria. Care must also be taken to ensure authenticity through a process of supervision which monitors candidate progress through the stages specified in evidence requirements. Although only the final version of the writing should be submitted, teachers and lecturers should retain earlier drafts as evidence of authenticity.
SPECIAL NEEDS
This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).
National Unit Specification: general information

UNIT       Literary Study (Higher)
NUMBER     D209 12
COURSE     English and Communication (Higher)

SUMMARY
While each unit in the Higher course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the Literary Study unit focuses on the reading of literature and on responding critically to that reading. Candidates will read and learn about a variety of literary texts of recognised quality. The skills and concepts acquired and developed will enable candidates to respond in different ways to texts which have been studied by the class, group or individual and to unseen texts. The texts which are studied will be drawn from at least two of the four genres - prose fiction, poetry, drama and mass media - and there is a requirement that one of these texts will be Scottish.

The Literary Study unit is a mandatory component unit of the Higher English course. It may also be used to form part of other unit groupings created to fulfil particular purposes. The unit builds upon skills and experience gained in Standard Grade English or in Literary Study (Int 2).

The content of the unit comprises:
• the skills and concepts required for reading and responding to literary texts of quality
• the skills and concepts required for critical writing about texts
• the skills and concepts required for individual talk, discussion and listening.

OUTCOME
Respond critically to imaginative texts.
National Unit Specification: general information (cont)

UNIT Literary Study (Higher)

RECOMMENDED ENTRY
While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:
- Standard Grade English at Credit level
- Intermediate 2 English and Communication.

CREDIT VALUE
1 credit at Higher.

CORE SKILLS
There is no automatic certification of core skills or core skills components in this unit.

Information on the automatic certification of any core skills in this unit is published in Automatic Certification of Core Skills in National Qualifications (SQA, 1999).
National Unit Specification: statement of standards

UNIT Literary Study (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME
Respond critically to imaginative texts.

Performance criteria
Understanding
As appropriate to task, the response demonstrates secure understanding of key elements, central concerns and significant details of the text(s).

Analysis
The response explains accurately and in detail ways in which aspects of structure/style/language contribute to meaning/effect/impact.

Evaluation
The response reveals clear personal engagement with the text(s) or aspects of the text(s) and stated or implied evaluation of effectiveness, substantiated with detailed and relevant evidence from the text(s).

Expression
Structure, style and language, including use of appropriate critical terminology are deployed to communicate meaning clearly and develop a line of thought which is consistently relevant to purpose; spelling, syntax and punctuation are sufficiently accurate.

Evidence requirements
Two Critical Essays, each in response to an unseen question on (a) previously studied text(s), but without access to the text(s) during the writing of the essay.

Each Critical Essay must be unassisted and written in the presenting centre under supervision.

The candidate must meet all of the performance criteria in each Critical Essay.

The text(s) for each Critical Essay must be drawn from one of the following genres:

- prose (novel(s), or a selection of short stories or extended personal account(s) such as autobiography, memoirs, diary, travelogue, essays, etc.)
- poetry (a selection)
- drama
- mass media.

Texts for each of the two Critical Essays should be drawn from a different genre.

One of the Critical Essays must be a study of a Scottish text. A definition of Scottish texts appears in the Subject Guide.

The candidate may not use the same text(s) as focus for study in Unit 2: Literary Study and in Unit 4B: Specialist Study: Literature.
National Unit Specification: support notes: summary

UNIT Literary Study (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

While all language purposes may be covered in this unit, there will be particular focus on purposes related to critical appreciation and analysis of literature.

**The candidate will analyse, study and respond to texts drawn from two of the following four genres:**
- prose (novel(s) or a selection of short stories or extended personal account(s) such as autobiography, memoirs, diary, travelogue, essays, etc.)
- poetry (a selection)
- drama
- mass media.

NOTE: at least one of the texts studied must be Scottish.

**The candidate will engage in a variety of reading, writing, talking and listening activities such as:**
- class and personal study of texts
- analysing literary devices and effects
- group discussion and presentation of ideas about texts
- organising and formulating critical ideas in discussion papers and essays
- discussing different approaches to and ideas about texts with teachers/lecturers and peers
- exploring the insights and judgements of others
- acquiring critical concepts and awareness of concepts through direct teaching
- applying critical concepts through exploration of texts
- witnessing performance(s).

**Outcome**
Respond critically to imaginative texts.

Candidates will develop reading skills which will be applied to different texts through critical essays (on two occasions and on texts from different genres).
National Unit Specification: support notes

UNIT  Literary Study (Higher)

GUIDANCE ON CONTENT AND CONTEXT
The summary table gives indication of content and context. Opportunities for talking and listening activities will arise as candidates pursue study in this unit. Where Oral/Aural Communication (Unit 3) features as part of an integrated Higher course or another grouping of units, it will be possible to teach and assess oral/aural skills in the context of this unit.

There is a requirement to study a Scottish text. In addition, Scottish texts/materials may feature elsewhere in the unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES
The process of studying any text at any level of development should involve candidates in recognising and responding to its major aspects - eg, themes, structure, plot, characterisation - and also in detailed analysis of the writers’ craft and of the ways in which the reader’s previous experience interacts with it to construct meaning. Whatever the degree of sophistication of the text and of expected candidate output, both elements should be there. Effective reading involves pursuit of meaning and appreciation of how it has been constructed, both in the detail of a text and in its broader characteristics. Ability to write critically about a text depends on awareness of and reflection on its major elements and also on understanding of how language is used to convey important or specially interesting aspects of the author’s intentions or to stimulate the reader’s mind in particularly interesting ways. If a text is approached from a “post-modern”, “deconstruction” angle, such close reading is also important for exposing hidden assumptions or ideologies informing the text. If candidates learn to analyse texts they are studying, they not only give themselves a firm foundation for writing critical essays about major aspects, they also develop a crucial set of skills for pursuing meaning in their interactions with any text, including “unseen” ones.

Candidates will, therefore, develop a variety of close and extended reading skills and respond critically to a range of texts chosen from:
- prose: novel(s), or a selection of short stories, or personal accounts such as autobiography, travelogue, essays, diaries
- poetry (a selection)
- drama
- mass media.

The texts for each of the two critical essays for assessment must be drawn from a different genre.

For further information concerning the study of mass media texts, refer to the Subject Guide.

In this unit, one of the texts studied must be Scottish. If the Scottish text is a media one, it should have a provenance which is recognisably Scottish in terms of its subject matter, and/or production, and/or literary authorship and/or locale.
National Unit Specification: support notes (cont)

UNIT Literary Study (Higher)

Texts and extracts will, of course, be chosen with an eye to their particular appeal and suitability for a class or group, but early in the unit/course it is likely that texts will be chosen for their accessibility and obvious richness of language. Such demonstration texts will allow confidence-building. It is at this point that teachers and lecturers may choose to model approaches, showing how meaning is made through interaction with text, through asking appropriate questions of the text and through relating the text to personal and literary experience. In this way, candidates will learn how experts approach a text at this level. They will also extend and enrich their experience through sharing and discussing strategies and viewpoints. As confidence and skills grow, candidates should be exposed to more demanding material.

This material will probably consist mainly of two or more texts studied in depth (leading on to critical essays). There may also be progression to analysis of complex “unseen” short texts or extracts (prose, poetry and drama) to continue the development of close reading skills and to prepare for external course assessment.

Texts written by local authors, texts written in local dialect, and texts dealing with contentious or contemporary issues all fall within the scope of this unit. Teachers and lecturers will ensure, of course, that all texts selected are of high quality. Further general advice on appropriate types of text will be available in the Subject Guide.

Variety of Approaches
Teachers and lecturers will develop skills of analysis and critical response using a variety of methods.

Teaching approaches may include group discussion, sometimes with starter papers, and individual presentations, as well as strategies such as sequencing, prediction, annotation of text (dividing, marking, questioning), note-taking and researching, which might be used to develop skills in analysis and reflection. Collaborative investigation of text will enable candidates to try out ideas and to gain confidence in a group situation before moving on to tackle texts independently. Writing about a text or about chosen aspects of a text, even at an early stage in its study, helps candidates to explore it. Such writing may cross usefully into the creative domain as candidates attempt extension, imitation and even parody. By means of such activities, command of critical concepts and vocabulary can be strengthened. Contextualised study and discussion can be supported by direct teaching and the use of appropriate critical texts and reference books. Some texts benefit from audio-visual presentation. At each stage and in every activity, candidates will be required to form points of view and to substantiate these with evidence from the text.

In order to respond with maturity to the language use of others, the candidate should be familiar with:

- language varieties (for example, register, dialect, standard and non-standard forms, Scots language forms, changing forms of language)
- classifications of language (for example, noun, verb, adjective, adverb, preposition, conjunction, article, sentence, clause, phrase/group)
- conventions of written language
- critical terminology (for example, genre, literary terms, language features) for discussing prose, poetry, drama and media texts.

Whilst appropriate contexts for developing knowledge may occur as a result of unit/course activities, some direct teaching, such as modelling or explanation of concepts, may be required. The emphasis should then shift to candidates demonstrating increasing independence in applying methods taught and knowledge acquired to the texts being studied.
Directed questions will focus on various aspects of texts, such as:

- identification and exploration of key ideas
- characterisation
- use of dialogue
- structure
- word-choice
- tone
- narrative stance
- mood
- creation of a sense of place
- techniques/devices
- conventions of genre
- syntax
- layout.

These items are not hierarchical. Nor is it expected that an exhaustive analysis of all or most of these items will take place in relation to any single text. The candidate should be able to explore key areas of the text in an informed way and to do so independently.

GUIDANCE ON APPROACHES TO ASSESSMENT

As assessment is an integral part of the learning and teaching process, the candidate should be encouraged to read widely and to undertake a number of activities for formative purposes.

In summative assessment, care must be taken in question design. Questions should be designed to create a framework within which the candidate has opportunity to demonstrate coverage of all the performance criteria. In particular, in relation to print texts there must be opportunity to show awareness of literary and linguistic techniques; and in relation to mass media texts there must be opportunity to show awareness of relevant techniques and processes.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English (SQA, 1998).
National Unit Specification: general information

UNIT Individual Presentation (Higher)
NUMBER D210 12
COURSE English and Communication (Higher)

SUMMARY
While each unit in the Higher course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the unit Individual Presentation focuses on talking and listening skills. Candidates will talk about interests, ideas, topics and texts in individual oral presentations. A range of skills will be developed and high levels of ability will be required as candidates talk for transactional, analytical, expressive and critical purposes and interact with an audience.

Individual Presentation is an optional component unit of the Higher English course. It may also be used to form part of other unit groupings created to fulfil particular purposes. The unit builds upon skills and experience gained in Standard Grade English or in Individual Presentation (Int 2).

The content of the unit comprises:
- the skills and concepts required for individual talk, discussion and listening; skills will be deployed in talking about issues, interests, ideas and texts
- the skills and concepts required for reading and researching topics and texts
- the skills and concepts required for writing notes, plans and evaluations
- knowledge of a range of linguistic concepts relevant to unit study.

Candidates cannot select both this unit and Unit 4C: Specialist Study: Oral Communication as components of a course. Such a combination would involve duplication of assessment of individual presentation skills. Candidates who choose this unit must therefore take either Unit 4A or Unit 4B.

OUTCOME
Deliver an oral presentation.
National Unit Specification: general information (cont)

UNIT Individual Presentation (Higher)

RECOMMENDED ENTRY
While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:
• Standard Grade English at Credit level
• Intermediate 2 English and Communication.

CREDIT VALUE
0.5 credit at Higher.

CORE SKILLS
This unit gives automatic certification of the following:

Complete core skills for the unit None

Core skills components for the unit Oral Communication H

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).
National Unit Specification: statement of standards

UNIT Individual Presentation (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME
Deliver an oral presentation.

Performance criteria

Content
Content is relevant and appropriate for purpose and audience, reveals depth and complexity of thought and is fully developed.

Structure
Structure is effective and appropriate for purpose and audience; content is sequenced and organised in ways which assist impact.

Expression
Clear and audible delivery and effective use of verbal and non-verbal techniques sustain a style and tone which clearly communicate a point of view/stance consistent with purpose and audience.

Interaction with Audience
Audience requirements are fully taken into account, reactions are clearly acknowledged and questions are handled competently.

Note: according to purpose, content is likely to be reflection, ideas, opinion, argument, information.

Evidence requirements
The candidate’s presentation must be unassisted, last at least 5 minutes and take place under supervision in the presenting centre to an audience of no fewer than three people.

Its nature must be such that all the criteria can be met, including those relating to point of view/stance and interaction with the audience.

The candidate must meet all of the performance criteria in one presentation.

Some form of evidence (for example, checklist, recording) should be retained. A brief note of the context and sources of information should accompany the form of evidence.
**National Unit Specification: support notes: summary**

**UNIT** Individual Presentation (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

While all language purposes may be covered in this unit, there will be particular focus on purposes related to the oral presentation of information, ideas and opinions.

<table>
<thead>
<tr>
<th>The candidate will compose, deliver, contribute to, watch, listen, analyse, discuss and evaluate a selection from such texts as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- individual speeches and presentations</td>
</tr>
<tr>
<td>- broadcast communications (news, documentary, debate, advertisement)</td>
</tr>
<tr>
<td>- group discussions</td>
</tr>
<tr>
<td>- those which form the focus of literary and language study in other units.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The candidate will engage in a variety of language activities such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- planning and constructing oral communications for specified purposes and audiences</td>
</tr>
<tr>
<td>- rehearsing and delivering oral communications for specified purposes and audiences</td>
</tr>
<tr>
<td>- making an analytical oral presentation about a text or an aspect of a text or topic</td>
</tr>
<tr>
<td>- contributing constructively and purposefully to group discussion of topics or texts</td>
</tr>
<tr>
<td>- watching and/or listening to a range of oral presentations, debates, speeches, interviews and group discussions</td>
</tr>
<tr>
<td>- analysing a range of oral presentations (for example, debates, speeches, interviews, group discussions, broadcasts).</td>
</tr>
</tbody>
</table>

**Outcome**

Deliver an oral presentation.

The candidate will be assessed in individual talk. The outcome may be met in the following ways:

- as a result of activities devised as independent study in this unit
- as a result of activities which are based on study taking place in Unit 1, Unit 2 or Unit 4 of the Higher English and Communication course.

The assessment of individual talk may take place in the context(s) of one or more units.
National Unit Specification: support notes

UNIT Individual Presentation (Higher)

GUIDANCE ON CONTENT AND CONTEXT
The summary table gives indication of content and context. The nature of the content and context for this unit may differ according to whether the unit is to be taught as a free-standing unit or as part of a Higher course.

If the unit is to be taught as a free-standing unit, there will be a need to set time aside to create the context and content which will provide the resources for candidates’ ideas. If, however, the unit is to be taught as part of a Higher course or group of units, the context and content may be derived from the reading and discussion going on in other units.

GUIDANCE ON LEARNING AND TEACHING APPROACHES
In order to develop skills in oral presentation, candidates will need:
- an understanding of what makes for a good presentation;
- an understanding of how to go about improving their skills;
- an opportunity to reflect on and evaluate their progress;
- feedback from the teacher/lecturer and/or other candidates.

Good practice suggests that the best approaches are for the teacher or lecturer to:
- share the criteria for a successful presentation with the candidate
- focus - during the teaching and formative phases - on no more than two criteria on any one occasion
- provide and study with the class models of good and poor presentations, sometimes, if possible, their own
- note that close consideration should be given to the length and clarity of the communication
- note that the length of the oral communication, topicality, structure and/or relationships are important
- choose models of oral communication which have substance, complexity, appropriateness and relevance to the language or literary context.

These models may be derived from such sources as:
- news bulletins/features, broadcasts and reports
- documentary or factual magazine programmes from television and radio
- current affairs or discussion broadcasts
- ‘live’ presentations, dialogues or debates.

Where appropriate, candidates should be encouraged to use the following:
- prompt cards
- some illustrative material/overheads/handouts.

The presentation may be made in Scots.
GUIDANCE ON APPROACHES TO ASSESSMENT
As assessment is an integral part of the learning and teaching process, the candidate should be encouraged to undertake a number of activities for formative purposes.

It should also be made clear that success in this outcome does not depend wholly on the candidate’s knowledge: the unit is concerned with oral skills.

SPECIAL NEEDS
This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English (SQA, 1998).
National Unit Specification: general information

UNIT Group Discussion (Higher)
NUMBER D211 12
COURSE English and Communication (Higher)

SUMMARY
While each unit in the Higher Course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the Group Discussion unit focuses on talking and listening skills. Candidates will talk about interests, ideas, topics and texts in group discussion. A range of skills will be developed and high levels of ability will be required as candidates talk for transactional, analytical, expressive and critical purposes and interact within a group.

Group Discussion is an optional component unit of the Higher English course. It may also be used to form part of other unit groupings created to fulfil particular purposes. The unit builds upon skills and experience gained in Standard Grade English or in Group Discussion (Int 2).

The content of the unit comprises:
- the skills and concepts required for individual talk, discussion and listening; skills will be deployed in talking about issues, interests, ideas and texts
- the skills and concepts required for reading and researching topics and texts
- the skills and concepts required for writing notes, plans and evaluations
- knowledge of a range of linguistic concepts relevant to unit study.

OUTCOME
Participate in group discussion.
National Unit Specification: general information (cont)

UNIT Group Discussion (Higher)

RECOMMENDED ENTRY
While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:
• Standard Grade English at Credit level
• Intermediate 2 English and Communication.

CREDIT VALUE
0.5 credit at Higher.

CORE SKILLS
This unit gives automatic certification of the following:

Complete core skills for the unit None

Core skills components for the unit Oral Communication H

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).
National Unit Specification: statement of standards

UNIT Group Discussion (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME
Participate in group discussion.

Performance criteria

Content of Contributions
Contributions show consistent orientation to purpose by including relevant and significant content, supported by detail/evidence.

Expression
Contributions are consistently audible and clear and show skill in adapting verbal and non-verbal techniques as appropriate to purpose and audience.

Response to Other Points of View
Contributions attempt to shape the interaction by taking account of what others say and promote good group relations.

Note: According to purpose, content is likely to be comment, ideas, responses, opinion, information, argument.

According to the nature of the discussion, response to others may include analysing, summarising, using, expanding, supporting, challenging, refuting their contributions; and promoting group relations may include acknowledging others’ status (eg, as chair), encouraging contributions, involving other group members, speaking readily but not excessively.

Evidence requirements
The candidate’s participation must be unassisted and take place under supervision in the presenting centre within a group which has no fewer than four members.

The nature of the discussion must be such that all the criteria can be met, including those relating to response to others and promoting group relations.

The candidate must meet all of the performance criteria in one discussion.

Some form of evidence (for example, checklist, recording) should be retained. A brief note of the context and sources of information should accompany the form of evidence.
## National Unit Specification: support notes: summary

### UNIT
Group Discussion (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

While all language purposes may be covered in this unit, there will be particular focus on purposes related to discussion of information, ideas and opinions within a group.

<table>
<thead>
<tr>
<th>The candidate will compose, deliver, contribute to, watch, listen, analyse, discuss and evaluate a selection from such texts as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• individual speeches and presentations</td>
</tr>
<tr>
<td>• broadcast communications (news, documentary, debate, advertisement)</td>
</tr>
<tr>
<td>• group discussions</td>
</tr>
<tr>
<td>• those which form the focus of literary and language study in other units.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The candidate will engage in a variety of language activities such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• planning and constructing oral communications for specified purposes and audiences</td>
</tr>
<tr>
<td>• rehearsing and delivering oral communications for specified purposes and audiences</td>
</tr>
<tr>
<td>• making an analytical oral presentation about a text or an aspect of a text or topic</td>
</tr>
<tr>
<td>• contributing constructively and purposefully to group discussion of topics or texts</td>
</tr>
<tr>
<td>• watching and/or listening to a range of oral presentations, debates, speeches, interviews and group discussions</td>
</tr>
<tr>
<td>• analysing a range of oral presentations (for example, debates, speeches, interviews, group discussions, broadcasts).</td>
</tr>
</tbody>
</table>

### Outcome
Participate in group discussion.

The candidate will be assessed in group discussion. The outcome may be met in the following ways:

- as a result of activities devised as independent study in this unit
- as a result of activities which are based on study taking place in Unit 1, Unit 2 or Unit 4 of the Higher English and Communication course.

The assessment of candidate’s participation in group discussion may take place in the context(s) of one or more units.
National Unit Specification: support notes

UNIT Group Discussion (Higher)

GUIDANCE ON CONTENT AND CONTEXT
The summary table gives indication of content and context. The nature of the content and context for this unit may differ according to whether the unit is to be taught as a free-standing unit or as part of a Higher course.

If the unit is to be taught as a free-standing unit, there will be a need to set time aside to create the context and content which will provide the resources for candidates’ ideas. If, however, the unit is to be taught as part of a Higher course or group of units, the context and content may be derived from the reading and discussion going on in other units.

GUIDANCE ON LEARNING AND TEACHING APPROACHES
In order to develop skills in group discussion, candidates will need:

• an understanding of what makes for a good contribution
• an understanding of how to go about improving their skills
• an opportunity to reflect on and evaluate their progress
• feedback from the teacher/lecturer and other candidates.

Discussion is a collaborative activity in which the participants typically share a common intention to resolve an issue or to consider a topic from their several stances and attempt to arrive at a consensus or conclusion. It is not a competitive activity nor is it mere random or desultory conversation. The discussion will have an agreed agenda or task set for or by the participants.

The participation required is not simply a passive activity; it requires active contribution with a view to influencing the eventual outcome of the discussion by various means, such as initiating ideas and supporting or challenging the contributions of others.

The discussion must take place within the context of a group of no fewer than four members. The presence of at least three other members of a peer group operating at a level of performance approximately equivalent to that of the candidate and aware of the specific demands of the criteria is intended to guarantee that the talk skills requirements will be searching.

The discussion may be in Scots.

GUIDANCE ON APPROACHES TO ASSESSMENT
An assessment is an integral part of the learning and teaching process, the candidate should be encouraged to undertake a number of activities for formative purposes.

It should also be made clear that success in this outcome does not depend wholly on the candidate’s knowledge: the unit is concerned with oral skills.
National Unit Specification: support notes (cont)

UNIT Group Discussion (Higher)

SPECIAL NEEDS
This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English (SQA, 1998).
National Unit Specification: general information

UNIT    Critical Listening (Higher)
NUMBER  D212 12
COURSE   English and Communication (Higher)

SUMMARY
While each unit in the Higher course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the Critical Listening unit focuses on critical listening skills. Candidates will view/listen to and analyse a range of complex oral communications. A range of skills will be developed and high levels of ability will be required as candidates analyse for informational, analytical, expressive and critical purposes.

Critical Listening is an optional component unit of the Higher English course. It may also be used to form part of other unit groupings created to fulfil particular purposes. The unit builds upon skills and experience gained in Standard Grade English or in Critical Listening (Int 2).

The content of the unit comprises:
- the skills and concepts required for individual talk, discussion and listening; skills will be deployed in talking about issues, interests, ideas and texts and in listening critically to oral skills being used in a range of situations
- the skills and concepts required for reading and researching topics and texts
- the skills and concepts required for writing notes, plans and evaluations
- knowledge of a range of linguistic concepts relevant to unit study.

OUTCOME
Listen to complex oral communication and respond critically to it.
National Unit Specification: general information (cont)

UNIT    Critical Listening (Higher)

RECOMMENDED ENTRY
While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:
• Standard Grade English at Credit level
• Intermediate 2 English.

CREDIT VALUE
0.5 credit at Higher.

CORE SKILLS
There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills in this unit is published in Automatic Certification of Core Skills in National Qualifications (SQA, 1999).
National Unit Specification: statement of standards

UNIT Critical Listening (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME
Listen to complex oral communication and respond critically to it.

Performance criteria

Understanding
Responses demonstrate secure understanding of key elements, central concerns and supporting details/relevant features of the observed communication.

Analysis
Responses explain accurately and in detail ways in which aspects of verbal and non-verbal technique contribute to meaning/effect/impact.

Evaluation
Responses reveal clear engagement with the observed communication (or aspects of it) and stated or implied evaluation of its effectiveness, taking into account its perceived purpose, using appropriate critical terminology and substantiated with detailed and relevant evidence from the text.

Evidence requirements
Written or spoken responses to unseen questions on an unseen complex oral communication.

Responses must be unassisted and written or spoken in the presenting centre under supervision.

The candidate must meet all of the performance criteria in response to one observed communication.

The observed communication will be characterised by content which communicates information, ideas and opinions at a sophisticated level (often marked by the number and relationship of ideas, and/or by the density of detail).
National Unit Specification: support notes: summary

UNIT Critical Listening (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

While all language purposes may be covered in this unit, there will be particular focus on purposes related to listening to oral presentation and discussion of information, ideas and opinions.

<table>
<thead>
<tr>
<th>The candidate will watch, listen, analyse, discuss and evaluate a selection from such texts as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• individual speeches and presentations</td>
</tr>
<tr>
<td>• broadcast communications (news, documentary, debate, advertisement)</td>
</tr>
<tr>
<td>• group discussions</td>
</tr>
<tr>
<td>• those which form the focus of literary and language study in other units.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The candidate will engage in a variety of language activities such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• planning and constructing oral communications for specified purposes and audiences</td>
</tr>
<tr>
<td>• rehearsing and delivering oral communications for specified purposes and audiences</td>
</tr>
<tr>
<td>• making an analytical presentation about a text or an aspect of a text or topic</td>
</tr>
<tr>
<td>• contributing constructively and purposefully to group discussion of topics or texts</td>
</tr>
<tr>
<td>• watching and/or listening to a range of oral presentations, debates, speeches, interviews and group discussion</td>
</tr>
<tr>
<td>• analysing a range of oral presentations (for example, debates, speeches, interviews, group discussions, broadcasts).</td>
</tr>
</tbody>
</table>

Outcome

Listen to complex oral communication and respond critically to it.

The candidate will be assessed in critical listening. The outcome may be met in the following ways:

- as a result of activities devised as independent study in this unit
- as a result of activities which are based on study taking place in Unit 1, Unit 2 or Unit 4 of the Higher English and Communication course.

The assessment of critical listening may take place in the context(s) of one or more units.
GUIDANCE ON CONTENT AND CONTEXT
The summary table gives indication of content and context. The nature of the content and context for this unit may differ according to whether the unit is to be taught as a free-standing unit or as part of a Higher course.

If the unit is to be taught as a free-standing unit, there may be a need to set time aside to create the context and content which will provide the resources for candidates’ ideas and understanding. If, however, the unit is to be taught as part of a Higher course or group of units, the context and content may be derived from reading and discussion going on in other units.

GUIDANCE ON LEARNING AND TEACHING APPROACHES
In order to develop skills in critical listening candidates will need:
- an understanding of listening skills and purposes;
- an understanding of how to develop skills of listening;
- an opportunity to reflect on and evaluate their progress;
- feedback from the teacher/lecturer and/or other candidates.

The support notes offered in relation to individual presentation and group discussion contain much that is of relevance in the learning and teaching of listening skills. In particular, skilled critical listening will be dependent upon a clear understanding of oral skills. The place of effective listening in quality discussion is obvious. There are, however, significant differences in the demands on and opportunities for listening skills required of candidates studying for this outcome. The candidates can:
- remain detached, which allows for reflection and the formation of critical opinion
- listen/view and review the observed communication on tape
- focus on different aspects of the communication, such as content, role(s), behaviours, relationships, progression, outcomes
- discuss what has been listened to/watched with teacher/lecturer and peers.

Clearly the learning and teaching of oral presentation skills will assist candidates in identifying the qualities of effective talk; the close relationship of all three outcomes will also be beneficial to each.
National Unit Specification: support notes (cont)

UNIT Critical Listening (Higher)

Effective critical listening is dependent upon skill in the following areas:

**Receptive listening**
Receptive skills may be compared with literal comprehension in reading, but in listening reception will include discrimination as well as comprehension. Comprehension refers to the ability to understand the content of the communication. Allied closely, often inseparably, to this is discrimination, the skill of identifying and making sense of auditory and visual cues. Discriminatory skills, therefore, require sensitivity to both verbal and non-verbal messages presented by the speakers.

**Inferential listening**
Inferential skills may be compared with inference/deduction in reading but inferential listening will draw upon the different types of message presented by the speaker(s). In order to work out different levels of meaning the listener interprets not only verbal but also visual and aural cues and clues. In moving from receptive to inferential listening, the listener progresses to fuller understanding of meaning.

**Evaluative listening**
Evaluation of any text, printed, visual or oral, has at its centre judgement of quality and effectiveness. Evaluative listening involves the listener in measuring the effectiveness of the observed oral communication and justifying a personal critical stance. Evaluation is dependent upon receptive and inferential skills. Evidence of this will be offered in the form of details supporting the critical judgement and evaluation.

As with close reading, listening skills can be measured only through the quality of analysis and response. The analogy may be further developed in that both reader and listener are able to show developing skill and growing sophistication as they make accurate interpretations and judgements of increasingly complex texts. While it may be useful to show/play to candidates examples of limited and even poor communications, candidates will gain most benefit from studying rich and involving texts.

Suitable texts for critical listening may be:
- individual and other oral presentations
- group oral interactions
- dialogues, debates, speeches
- current affairs and other discussion broadcasts
- interviews with individuals or groups (for example, job interviews, interviews with figures of public or other interest/significance).

In selecting texts suitable for critical listening, teachers and lecturers should seek to ensure that the texts are:
- stimulating and accessible
- illustrative of significant aspects or oral communication, including interaction between speakers
- not too long or too short (length should be sensibly adjusted to constraints of time and candidate powers of concentration and recollection).
UNIT Critical Listening (Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT
As assessment is an integral part of the learning and teaching process, candidates should be encouraged to observe a variety of texts which contain significant oral communication and, in response to these, undertake a number of activities for formative purposes.

In summative assessment, care must be taken both in the selection of texts and in question design. Questions should be designed to create a framework within which the candidate has opportunity to demonstrate coverage of all of the performance criteria.

Summative assessment of this outcome, which must take place under controlled conditions in the presenting centre, will require candidates to demonstrate their ability to listen to a complex oral communication and, through a series of questions which require understanding, analysis and evaluation, respond critically to it.

SPECIAL NEEDS
This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English (SQA, 1998).
National Unit Specification: general information

UNIT Specialist Study: Language (Higher)

NUMBER D214 12

COURSE English and Communication (Higher)

SUMMARY
While each unit in the Higher course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the Specialist Study: Language unit focuses on an aspect or field of language use and the development of knowledge and insights into the chosen aspect or field. Candidates will select an aspect of language which is of particular personal interest and pursue independent investigative study. The Specialist Study requires an ability to develop and justify a personal, critical point of view in a piece of extended writing.

Specialist Study: Language is an optional component unit of the Higher English course. It may also be used to form part of other unit groupings created to fulfil particular purposes. The unit builds upon skills and experience gained in Standard Grade English or in Specialist Study: Language (Int 2).

The content of the unit comprises:
• the skills and concepts required for investigating a language topic, including close reading of source and background texts
• the skills and concepts required for extended critical writing about a chosen aspect of language use
• the skills and concepts required for individual talk, discussion and listening.

OUTCOME
Investigate critically a chosen aspect of language use.
National Unit Specification: general information (cont)

UNIT  Specialist Study: Language (Higher)

RECOMMENDED ENTRY
While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:
- Standard Grade English at Credit level
- Intermediate 2 English and Communication.

CREDIT VALUE
0.5 credit at Higher.

CORE SKILLS
There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in Automatic Certification of Core Skills in National Qualifications (SQA, 1999).
National Unit Specification: statement of standards

UNIT Specialist Study: Language (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME
Investigate critically a chosen aspect of language use.

Performance criteria
Understanding
In the relation to the aspect(s) nominated for study, the investigation demonstrates secure understanding of key elements, characteristic features and significant details of language use.

Analysis
The investigation explains accurately and in detail ways in which key elements and characteristic features of the nominated aspect(s) of language use contribute to meaning/effect/impact (as appropriate).

Evaluation
The investigation reveals clear engagement with the nominated aspects of language use, substantiated with detailed and relevant evidence.

Expression
Structure, style and language, including use of appropriate critical terminology, are deployed to communicate meaning clearly and develop a line of thought which is consistently relevant to purpose; spelling, syntax and punctuation are consistently accurate.

Evidence requirements
An extended piece of writing (essay, report or equivalent) in which the candidate, in fulfilment of a stated intention, reports on an investigation into (a) nominated aspect(s) of language use not taught in class.

The investigation must be between 1200 and 1800 words in length.

The Specialist Study must be unassisted and produced under supervision which guarantees authenticity through a process requiring the candidate to submit the following at appropriate stages:
- draft title and proposals
- outline plan
- first draft
- final submission.

Draft materials must be retained as evidence of authenticity.

The candidate must meet all of the performance criteria in one investigation.
National Unit Specification: support notes: summary

UNIT Specialist Study: Language (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

While all language purposes may be covered in this unit, there will be particular focus on investigating, analysing, reviewing and responding.

The candidate will identify, investigate and analyse an aspect of language use (written and/or spoken) such as:
- personal
- local
- vocational.

The candidate will engage in a variety of reading, writing, talking and listening activities such as:
- analysing and using different writing skills and purposes
- deploying different research techniques
- identifying sources
- creating banks of information
- evaluating sources/texts
- synthesising information and ideas
- establishing point of view
- exploring the insights and judgements of others
- acquiring critical concepts and awareness of concepts through direct teaching.

Outcome
Investigate critically a chosen aspect of language use.

The candidate will produce an extended piece of writing of between 1200 and 1800 words in which he or she reports on an investigation into a chosen aspect of language use.
National Unit Specification: support notes

UNIT Specialist Study: Language (Higher)

GUIDANCE ON CONTENT AND CONTEXT
The summary table gives indication of content and context. Opportunities for talking and listening activities will arise as candidates pursue study in this unit. Where Oral/Aural Communication (Unit 3) features as part of an integrated Higher course or another grouping of units, it will be possible to teach and assess oral skills in the context of the Specialist Study.

Where appropriate, Scottish texts/materials will feature in this unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES
The extended response (hereafter referred to as the Investigation) will take the form of a detailed independent study of an aspect of language use.

The material for study must be the choice of the candidate, but obviously guidance can and should be given. Ideally, candidates should feel free to choose from a range of topics or issues for language study. They should be encouraged to focus on material which they regard as stimulating.

Candidates should be advised to aim for full exploration of (an) aspect(s) of the language topic. The investigation of a specific area - such as an Investigation which examines local variations of regional dialect - could be more successful than the portmanteau piece which attempts, within the word limit, to cover sketchily the historical development of dialect. The best Investigations generally set out to highlight or uncover features within defined areas. It is helpful to candidates if the structure of the Investigation is made clear; the requirement to outline an intention and to fulfil that intention should assist in this. It is worth stressing that the more specific the chosen task, the more productive the Specialist Study tends to be. Guidance, therefore, should be offered on how the task might be pitched appropriately by the candidate concerned.

In order to assure themselves of the authenticity of work produced as part of the Specialist Study, teachers or lecturers will wish candidates to record their progress in particular ways. The completion of the Specialist Study should take place under controlled conditions and candidates must submit the following at appropriate stages in their study:
- draft title and proposals
- outline plan
- first draft
- final submission.

In so doing, candidates will offer clear evidence of following a personal programme of study.
**National Unit Specification: support notes (cont)**

**UNIT**

Specialist Study: Language (Higher)

**Suggested areas for study**

The examples listed below are intended as indications of the possible range and depth of study required for the Specialist Study. The nature of the topic means that the focus of study need not be ‘text(s)’, as information gathered might not be available in a written form. Other possible sources could be interviews, questionnaires, discussions, sound archives and broadcast programmes. The following list of suggested areas of study is not intended to be exhaustive:

- the ways in which individuals acquire and deploy language
- personal use of register and dialect
- the demands of language across the curriculum
- the use of dialect in a specific locality
- specialist use of language in specific fields, for example, advertising, journalism
- specialist use of language in vocational areas, for example, medicine, law, engineering, education, hospitality, care, information technology, management and sport.

For example, if candidates choose ‘Advertising’ as their topic, they may choose to study the language used in various media - radio, television and print - to advertise a single product, a group of products or an organisation or company.

**Production**

Clearly, production of the Investigation will vary from candidate to candidate and from centre to centre. The following is offered as an exemplar of good practice:

- At the outset, all candidates should be briefed on the nature of the task and offered practical suggestions as to how best they might choose their subject areas.
- Deadlines for the submission of work should be established at each of the stages of production for which evidence is required.
- The candidate should be encouraged to consult with his or her teacher or lecturer on a regular basis in order to establish how the task is developing; guidance should be offered which will allow each candidate to develop his or her thinking on the chosen topic. The teacher or lecturer should, for example, ask searching questions, and the candidate should be encouraged to offer reasons for his or her views on aspects of language use.
- While it is obligatory that teachers or lecturers should look closely at the first draft, it should be made clear that their role is not to correct errors, to supply ideas or to take responsibility for production.
- Material submitted at each of the stages in production will provide evidence that the work is the candidate’s own; authentication will then be straightforward.

Excessive support in any of the following ways is **inadmissible**:

- direction, as opposed to guidance, in the choice of topic
- class or group teaching, as opposed to individual study, of topic
- identification and provision by the teacher/lecturer of themes or approaches to the specific topic chosen by the candidate
- the provision of notes, detailed models, statistics or analyses of the topic chosen.
National Unit Specification: support notes (cont)

UNIT Specialist Study: Language (Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT
The piece of extended writing produced to achieve the outcome for Specialist Study: Language must be between 1200 and 1800 words in length. In order to achieve consistency in this area, teachers, lecturers and candidates should note that 1800 words (including quotations) is the maximum length permissible. Pieces of writing which exceed this will disqualify the candidate from achieving the outcome and consequently the unit.

Where the Specialist Study is submitted for external course assessment, candidates will be required to indicate the number of words on the Personal Studies Folio Flyleaf.

The candidate will choose his or her own topic for language study in consultation with the supervising teacher or lecturer, who will advise on its suitability. Such negotiation will take place early in the unit. All topics which form the subject for the Specialist Study must be approved by the presenting centre as suitable choices. The candidate is required to offer as the basis of his or her Investigation a language topic which has not been taught or been the subject of class discussion. The topic should be selected by the candidate and be the subject of personal study by the candidate. The Investigation itself should be the work of the candidate concerned. Teachers and lecturers should retain evidence of submission at outline and draft stages to support authentication.

Candidates may not use texts central to the Specialist Study in other parts of the external course examination.

SPECIAL NEEDS
This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English (SQA, 1998).
National Unit Specification: general information

UNIT  Specialist Study: Literature (Higher)
NUMBER  D213 12
COURSE  English and Communication (Higher)

SUMMARY
While each unit in the Higher course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the Specialist Study: Literature unit focuses on reading literary texts and responding critically to that reading. Candidates will select a text or texts of particular personal interest and pursue independent study of aspects of their chosen text(s). The Specialist Study requires an ability to develop and justify a personal, critical point of view in an extended piece of writing.

Specialist Study: Literature is an optional component unit of the Higher English course. It may also be used to form part of other unit groupings created to fulfil particular purposes. The unit builds upon skills and experience gained in Standard Grade English or in Specialist Study: Literature (Int 2).

The content of the unit comprises:
- the skills and concepts required for reading and responding to literary text(s) of recognised quality
- the skills and concepts required for extended critical writing about a chosen literary text
- the skills and concepts required for individual talk, discussion and listening.

OUTCOME
Review critically his or her own choice of text(s).

Administrative Information

Superclass:  FC
Publication date:  November 1999
Source:  Scottish Qualifications Authority
Version:  04

© Scottish Qualifications Authority 1999

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).
National Unit Specification: general information (cont)

UNIT Specialist Study: Literature (Higher)

RECOMMENDED ENTRY
While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Standard Grade English at Credit level
- Intermediate 2 English and Communication.

CREDIT VALUE
0.5 credit at Higher.

CORE SKILLS
There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).
National Unit Specification: statement of standards

UNIT Specialist Study: Literature (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME
Review critically his or her own choice of text(s).

Performance criteria
Understanding
In relation to the aspect(s) nominated for study, the review demonstrates secure understanding of key elements, central concerns and significant details of the text(s).

Analysis
The review explains accurately and in detail ways in which aspects of structure/style/language contribute to meaning/effect/impact.

Evaluation
The review reveals clear engagement with the text(s) or aspects of the text(s) and stated or implied evaluation of effectiveness, substantiated with detailed and relevant evidence from the text(s).

Expression
Structure, style and language, including use of appropriate critical terminology, are deployed to communicate meaning clearly and develop a line of thought which is consistently relevant to purpose; spelling, syntax and punctuation are consistently accurate.

Evidence requirements
An extended piece of writing in which the candidate, in fulfilment of a stated intention, reviews critically (a) nominated aspect(s) of (a) chosen text(s) not taught in class.

The review must be between 1200 and 1800 words in length.

The Specialist Study must be unassisted and produced under supervision which guarantees authenticity through a process requiring the candidate to submit the following at appropriate stages:
• draft title and proposals
• outline plan
• first draft
• final submission.

Draft materials must be retained as evidence of authenticity.

The candidate must meet all of the performance criteria in one review.

The candidate may not use the same text(s) as focus for study in Unit 2: Literary Study and Unit 4B: Specialist Study: Literature.

A radio, film or TV script may not be used as the primary text for Unit 4B: Specialist Study: Literature. Unit 2: Literary Study makes provision for the study of mass media texts.
National Unit Specification: support notes: summary

UNIT  Specialist Study: Literature (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit as at the discretion of the centre, the notional design length is 20 hours.

While all language purposes may be covered in this unit, there will be particular focus on investigating, analysing, reviewing and responding.

<table>
<thead>
<tr>
<th>The candidate will select, study, analyse and/or respond to text(s) of his or her own choice drawn from the following categories:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• imaginative</td>
</tr>
<tr>
<td>• journalistic</td>
</tr>
<tr>
<td>• biographical</td>
</tr>
<tr>
<td>• group of texts treating a topical issue/event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The candidate will engage in a variety of reading, writing, talking and listening activities such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• personal study of text(s)</td>
</tr>
<tr>
<td>• understanding and analysing literary devices and effects</td>
</tr>
<tr>
<td>• discussing different approaches to and ideas about text(s) with teachers/lecturers and peers</td>
</tr>
<tr>
<td>• exploring the insights and judgements of others</td>
</tr>
<tr>
<td>• acquiring critical concepts and awareness of concepts through direct teaching</td>
</tr>
<tr>
<td>• deploying different research techniques</td>
</tr>
<tr>
<td>• synthesising information and ideas</td>
</tr>
<tr>
<td>• establishing a point of view</td>
</tr>
<tr>
<td>• understanding and analysing different writing skills and purposes.</td>
</tr>
</tbody>
</table>

**Outcome**
Review critically his or her own choice of text(s).

The candidate will produce a piece of extended writing of between 1200 and 1800 words in which he or she reviews critically the chosen text(s).
National Unit Specification: support notes

UNIT  Specialist Study: Literature (Higher)

GUIDANCE ON CONTENT AND CONTEXT
The summary table gives indication of content and context. Opportunities for talking and listening activities will arise as candidates pursue study in this unit. Where Oral/Aural Communication (Unit 3) features as part of an integrated Higher course or another grouping of units, it will be possible to teach and assess oral skills in the context of the Specialist Study.

Where appropriate, Scottish texts/materials will feature in the unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES
The extended response (hereafter referred to as the Review) will take the form of a detailed independent study of a single literary text or a set of short texts or a comparison of two or more texts.

The material for study must be the choice of the candidate, but obviously guidance can and should be given. Ideally, candidates should feel free to choose from a range of genres for literary study. They should be encouraged to focus on material which they regard as stimulating.

Candidates should be advised to aim for full exploration of (an) aspect(s) of the text(s). The close evaluation of a specific area - such as a Review which considers three poems exploring similar ideas - could be more successful than the portmanteau piece which attempts, within the word limit, to cover sketchily an entire novel. The best Reviews generally set out to prove a point. It is helpful to candidates if the structure of the Review is made clear; the requirement to outline an intention and to fulfil that intention should assist in this. It is worth stressing that the more specific the chosen task, the more productive the Specialist Study tends to be. Guidance, therefore, should be offered on how the task might be pitched appropriately by the candidate concerned.

In order to assure themselves of the authenticity of work produced as part of the Specialist Study, teachers or lecturers will wish candidates to record their progress in particular ways. The completion of the Specialist Study should take place under controlled conditions and candidates must submit the following at appropriate stages in their study:

- draft title and proposals
- outline plan
- first draft
- final submission.

In so doing, candidates will offer clear evidence of following a personal programme of study.
Suggested areas for study
The examples listed below are intended as indications of the possible range and depth of study required for the Specialist Study. They are not intended to be exhaustive: the examples may be extended to include other genres such as biography, memoirs, travel writing and journalism. Candidates should not use abridged or simplified texts. Candidates may choose works in translation.

- A collection, collections or selection of short stories.
- A collection, collections or selection of short stories related or contrasted by theme or style.
- A novel or novels by the same author.
- A novel in relation to other literary genres (for example, short stories, poems, plays, essays, biographies) by the same author.
- Works by the same or different authors, related or contrasted by theme or style.
- Comparison of a novel or novels, short story or short stories with stage/film/TV/radio versions.
- A collection, collections or selection of poems.
- A collection, collections or selection of poems related or contrasted by theme or style.
- A drama text or texts by the same author.
- Drama texts related or contrasted by theme or style.
- Comparison of a drama text or texts with performance(s).

Production
Clearly, production of the Review will vary from candidate to candidate and from centre to centre. The following is offered as an exemplar of good practice:

- At the outset, all candidates should be briefed on the nature of the task and offered practical suggestions as to how best they might choose their subject areas.
- Deadlines for the submission of work should be established at each of the stages of production for which evidence is required.
- The candidate should be encouraged to consult with his or her teacher or lecturer on a regular basis in order to establish how the task is developing; guidance should be offered which will allow each candidate to develop his or her thinking on the chosen topic. The teacher or lecturer should, for example, ask searching questions, and the candidate should be encouraged to offer reasons for his or her views on text(s).
- While it is obligatory that teachers or lecturers should look closely at the first draft, it should be made clear that their role is not to correct errors, to supply ideas or to take responsibility for production.
- Material submitted at each of the stages in production will provide evidence that the work is the candidate’s own; authentication will then be straightforward.

Excessive support in any of the following ways is inadmissible:

- direction, as opposed to guidance, in the choice of text(s)
- class or group teaching, as opposed to individual study, of the text(s)
- identification and provision by the teacher or lecturer of themes or approaches to the specific text(s) chosen by the candidate
- the provision of notes, detailed models, or analyses of texts.
GUIDANCE ON APPROACHES TO ASSESSMENT
The piece of extended writing produced to achieve the outcome for Specialist Study: Literature must be between 1200 and 1800 words in length. In order to achieve consistency in this area, teachers, lecturers and candidates should note that 1800 words (including quotations) is the maximum length permissible. Pieces of writing which exceed this will disqualify the candidate from achieving the outcome and consequently the unit.

Where the Specialist Study is submitted for external course assessment, candidates will be required to indicate the number of words used on the Personal Studies Folio Flyleaf.

The candidate will choose his or her own text(s) for literary study in consultation with the supervising teacher or lecturer, who will advise on its/their suitability. Such negotiation will take place early in the unit. All texts which form the subject for the Specialist Study must be approved by the presenting centre as suitable choices. The candidate is required to offer as the basis of his or her Review a text (or texts) which has (have) not been taught. The text(s) should be selected by the candidate and be the subject of personal study by the candidate. The Review itself should be the work of the candidate concerned. Teachers and lecturers should retain evidence of submission at outline and draft stages to support authentication.

Candidates may not use texts central to the Specialist Study in other parts of the external course examination. It is recognised, however, that on occasion the unseen passage set in Paper II for Textual Analysis might coincide with a candidate’s choice in the Review. In this circumstance, the prohibition would not apply.

SPECIAL NEEDS
This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English (SQA, 1998).
National Unit specification: general information

UNIT                Specialist Study: Oral Communication (Higher)
NUMBER             D215 12
COURSE              English and Communication (Higher)

SUMMARY
While each unit in the Higher course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the Specialist Study: Oral Communication unit focuses on an aspect of oral communication and the development of knowledge and insight into the chosen aspect. The Specialist Study also draws upon oral presentation skills and this provides a complementary focus for study. Candidates will select an aspect of oral communication which is of particular personal interest and pursue independent investigative study. The Specialist Study requires an ability to develop and justify a personal, critical point of view in an extended oral presentation.

Specialist Study: Oral Communication is an optional component unit of the Higher English course. It may also be used to form part of other unit groupings created to fulfil particular purposes. The unit builds upon skills and experience gained in Standard Grade English or in Specialist Study: Oral Communication (Int 2).

The content of the unit comprises:
• the skills and concepts required for investigating and analysing an aspect of oral communication, including close reading of and listening to source materials
• the skills and concepts required for extended oral presentation on a chosen aspect of oral communication
• the skills and concepts required for discussion and listening.

Candidates cannot select both this unit and Unit 3A: Individual Presentation as components of a Higher course. Such a combination would involve duplication of assessment of individual presentation skills. Candidates who choose this unit must therefore take either Unit 3B or Unit 3C.

OUTCOME
Analyze a selected aspect of oral communication.

Administrative Information

Superclass:          KB
Publication date:    November 1999
Source:              Scottish Qualifications Authority
Version:             04

© Scottish Qualifications Authority 1999

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).
National Unit specification: general information (cont)

UNIT Specialist Study: Oral Communication (Higher)

RECOMMENDED ENTRY
While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:
- Standard Grade English at Credit level
- Intermediate 2 English and Communication.

CREDIT VALUE
0.5 credit at Higher.

CORE SKILLS
This unit gives automatic certification of the following:

Complete core skills for the unit None
Core skills components for the unit Oral Communication  H

Additional information about core skills is published in Automatic Certification of Core Skills in National Qualifications (SQA, 1999).
National Unit Specification: statement of standards

UNIT  Specialist Study: Oral Communication (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME
Analyse a selected aspect of oral communication.

Performance criteria

Understanding
In relation to the aspect(s) nominated for study, the analysis demonstrates secure understanding of key elements, characteristic features and significant details of oral communication.

Analysis
The analysis explains accurately and in detail ways in which key elements and characteristic features of the nominated aspect(s) of oral communication contribute(s) to meaning/effect/impact (as appropriate).

Evaluation
The analysis reveals clear engagement with the nominated aspect(s) of oral communication, substantiated with detailed and relevant evidence.

Expression
Clear and audible delivery, effective use of verbal and non-verbal techniques and appropriate use of critical terminology develop a line of thought which is consistently relevant to purpose and which takes full account of audience requirements, acknowledging reactions and responding competently to questions.

Evidence requirements
A presentation in which the candidate, in fulfilment of a stated intention, delivers an analysis of (a) nominated aspect(s) of oral communication not taught in class.

The presentation must last between 10 and 15 minutes and be made under supervision in the presenting centre to an audience of no fewer than four people. The candidate should respond to questions from the audience.

The Specialist Study must be unassisted and produced under supervision which guarantees authenticity through a process requiring the candidate to submit the following at appropriate stages:
- draft title and proposals
- outline plan
- record of rehearsal (either in script or on video)
- final presentation.

Draft materials must be retained as evidence of authenticity.

The candidate must meet all of the performance criteria in one presentation.

The final presentation must be videotaped.
National Unit Specification: support notes: summary

UNIT  Specialist Study: Oral Communication (Higher)

This part of the unit specification is offered as a guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

While all language purposes may be covered in this unit, there will be particular focus on investigating, analysing, reviewing and responding.

<table>
<thead>
<tr>
<th>The candidate will identify, investigate and analyse an aspect of oral communication such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• form</td>
</tr>
<tr>
<td>• technique</td>
</tr>
<tr>
<td>• context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The candidate will engage in a variety of reading, writing, talking and listening activities such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• analysing and using different talking and listening skills and purposes</td>
</tr>
<tr>
<td>• using different writing skills and purposes</td>
</tr>
<tr>
<td>• deploying different research techniques</td>
</tr>
<tr>
<td>• identifying sources</td>
</tr>
<tr>
<td>• evaluating sources/texts</td>
</tr>
<tr>
<td>• organising information and ideas</td>
</tr>
<tr>
<td>• exploring the insights and judgements of others</td>
</tr>
<tr>
<td>• acquiring critical concepts and awareness of concepts through direct teaching</td>
</tr>
<tr>
<td>• watching and analysing a range of oral presentations</td>
</tr>
<tr>
<td>• planning, constructing, rehearsing and delivering oral presentations.</td>
</tr>
</tbody>
</table>

Outcome

Analyse a selected aspect of oral communication.

The candidate will deliver an analysis of a selected aspect of oral communication. The presentation, which will be videotaped, will last between 10 and 15 minutes and will be made to an audience of no fewer than four people.
National Unit Specification: support notes

UNIT Specialist Study: Oral Communication (Higher)

GUIDANCE ON CONTENT AND CONTEXT
The summary table gives indication of content and context. Opportunities for talking and listening activities will arise as candidates pursue study in this unit. Where Oral/Aural Communication (Unit 3) features as part of an integrated Higher course or another grouping of units, it will be possible to teach and assess oral skills in the context of the Specialist Study.

Where appropriate, Scottish texts/materials will feature in this unit and candidates may wish, when appropriate, to make use of Scottish language forms.

GUIDANCE ON LEARNING AND TEACHING APPROACHES
The extended response (hereafter referred to as the Analysis) will take the form of a detailed independent study of a selected aspect of oral communication.

The material for study must be the choice of the candidate, but obviously guidance can and should be given. Ideally, candidates should feel free to choose from a range of aspects of oral communication. They should be encouraged to focus on material which they regard as stimulating.

Candidates should be advised to aim for full exploration of (an) aspect(s) of oral communication. The close evaluation or investigation of a specific area - such as an Analysis which investigates code switching - could be more successful than the portmanteau piece which attempts within the word limit to cover sketchily gender bias within a range of contexts. The best Analyses generally set out to identify and demonstrate specific skills and techniques. It is helpful to candidates if the structure of the Analysis is made clear; the requirement to outline an intention and to fulfil that intention should assist in this. It is worth stressing that the more specific the chosen task, the more productive the Specialist Study tends to be. Guidance, therefore, should be offered on how the task might be pitched appropriately by the candidate concerned.

In order to assure themselves of the authenticity of work produced as part of the Specialist Study, teachers and lecturers will wish candidates to record their progress in particular ways. The completion of the Specialist Study should take place under controlled conditions and candidates must submit the following at appropriate stages in their study:

- draft title and proposals
- outline plan
- a record of rehearsal (either in script or on video)
- final presentation.

In so doing, candidates will offer clear evidence of following a personal programme of study.
National Unit Specification: support notes (cont)

UNIT Specialist Study: Oral Communication (Higher)

Suggested areas for study
The examples listed below are intended as indicators of the possible range and depth of study required for the Specialist Study. The following list of suggested areas for study is not intended to be exhaustive:

Form
- interview
- debate
- speech-making
- group discussion.

Technique
- chairing
- questioning
- rhetoric
- non-verbal communication
- means of handling audience
- tone
- pace.

Context
- vocational (for example, customer care, reception, radio/television, broadcasting, counselling, sports coaching)
- social (for example, status and relationship of participants, register, manipulation, power, gender bias)
- personal (for example, personal assertiveness, code switching, idiolect).

In order to prepare candidates for the selection and analysis of aspects of oral communication, teaching and learning are likely to examine broad or general principles which inform the above areas.

Production
Clearly, production of the Analysis will vary from candidate to candidate and from centre to centre. The following is offered as an exemplar of good practice:
- At the outset, all candidates should be briefed on the nature of the task and offered practical suggestions as to how best they might choose their subject areas.
- Deadlines for the submission of work should be established at each of the stages of production for which evidence is required.
- The candidate should be encouraged to consult with his or her teacher or lecturer on a regular basis in order to establish how the task is developing; guidance should be offered which will allow each candidate to develop his or her thinking on the selected topic. The teacher or lecturer should, for example, ask searching questions, and the candidate should be encouraged to offer reasons for his or her views on selected aspects of oral communication.
- While it is obligatory that teachers or lecturers should look closely at the first draft/rehearsal, it should be made clear that their role is not to correct errors, to supply ideas or to take responsibility for production.
- Material submitted at each of the stages in production will provide evidence that the work is the candidate’s own; authentication will then be straightforward.
National Unit Specification: support notes (cont)

UNIT   Specialist Study: Oral Communication (Higher)

Excessive support in any of the following ways is inadmissible:
• direction, as opposed to guidance, in the choice of aspect
• class or group teaching, as opposed to individual study, of the aspect
• identification and provision by the teacher of themes or approaches to the specific aspect(s) chosen by the candidate
• the provision of notes, detailed models, statistics or analyses of the aspect chosen.

GUIDANCE ON APPROACHES TO ASSESSMENT
The videotape produced to achieve the outcome for this unit must last between 10 and 15 minutes and be made to an audience of no fewer than four people. In order to achieve consistency in this area, teachers, lecturers and candidates should note that 15 minutes is the maximum length permissible. Presentations which exceed this will disqualify the candidate from achieving the outcome and consequently the unit.

Where the Specialist Study is submitted for external course assessment, candidates will be required to indicate its length on the Personal Studies Folio Flyleaf.

The candidate will choose his or her own topic for oral communication study in consultation with the supervising teacher or lecturer who will advise on its suitability. Such negotiation will take place early in the unit. All topics which form the subject for the Specialist Study must be approved by the presenting centre as suitable choices. The candidate is required to offer as the basis of his or her Analysis an aspect of oral communication which has not been taught or been the subject of class discussion. The topic should be selected by the candidate and be the subject of personal study by the candidate. The Analysis itself should be the work of the candidate concerned. Teachers and lecturers should retain evidence of submission at outline and draft/rehearsal stages to support authentication.

SPECIAL NEEDS
This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English (SQA, 1998).