

**ENGLISH AND COMMUNICATION**  
**Access 2**

**Third edition – published June 2002**

**NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS  
THIRD EDITION PUBLISHED JUNE 2002**

**CLUSTER TITLE:** English and Communication (Access 2)

**CLUSTER NUMBER:** C039 08

**National Cluster Specification**

Cluster Details

The document has been amended to reflect the changes to codes and titles of two units. No other changes have been made.

**National Unit Specification:**

The codes and titles of two units have been changed because of changes at other levels of English and Communication. These changes have been made as a result of the review of National Qualifications. No other changes have been made.

1. Unit D208 08 English and Communication: Language Study (Access 2) is now D8VH 08  
English: Language Study (Access 2).
2. Unit D209 08 English and Communication: Literary Study (Access 2) is now D8VJ 08  
English: Literary Study (Access 2).

## National Cluster

### ENGLISH AND COMMUNICATION (ACCESS 2)

**CLUSTER NUMBER** C039 08

#### STRUCTURE

The cluster comprises:

<i>D8VH 08</i>	<i>English: Language Study (Access 2)</i>	<i>1 credit (40 hours)</i>
<i>D8VJ 08</i>	<i>English: Literary Study (Access 2)</i>	<i>1 credit (40 hours)</i>
<i>D540 08</i>	<i>English and Communication: Oral Communication (Access 2)</i>	<i>1 credit (40 hours)</i>

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

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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

#### CORE SKILLS

This cluster gives automatic certification of the following:

<b>Complete core skills for the cluster</b>	Communication	Acc 2
<b>Additional core skills components for the cluster</b>	None	

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

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

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#### Administrative Information

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## National Cluster: details

### CLUSTER English and Communication (Access 2)

#### 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; oral 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 and Communication is to enable all candidates to develop skills of communicating and understanding. Candidates must develop language handling skills, both receptive and productive, in order to acquire and enjoy experience in language.

English and Communication programmes 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 articulate – 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.

#### **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 their awareness of the potential of literature and the imaginative output of the media to enhance their intellectual growth.

At Access 2, as at other levels, the candidate's previous attainment provides the starting point. Candidate needs are recognised in a programme of study which acknowledges increasing maturity. The programme has been constructed in such a way as to provide equal opportunities for all candidates within units. The programme of study has its basis in existing good practice. Content within units may be negotiated and candidates should be encouraged to examine issues of personal interest, thereby fostering the development of increased independence and responsibility. While the study of a Scottish text within the unit *English: Literary Study (Access 2)* is not mandatory, it is strongly recommended.

## **National Cluster: details (cont)**

### **CLUSTER** English and Communication (Access 2)

#### **AIMS**

In addition to the aims contained in the 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 basic reading skills through studying and responding to a variety of appropriate informational, literary and media texts which contain simple ideas conveyed in straightforward and accessible language structures.

##### ***Listening***

Candidates will develop and extend a range of basic listening skills, including critical listening. Listening skills will be practised in a variety of contexts, for example, group discussion of issues and of texts, watching broadcasts.

#### **Productive modes**

##### ***Writing***

Candidates will develop and extend a range of basic writing skills as they have the opportunity to write for a variety of purposes, for example personal, functional, imaginative.

##### ***Talking***

Candidates will develop and extend a range of basic talking skills, including group discussion of topics, issues and texts; supported individual presentations, talking to convey information within social, personal and vocational contexts.

English and Communication (Access 2) will provide candidates with learning experiences which will promote competence, growth and enrichment. Those candidates who achieve a pass in the units will possess a range of skills which will fit them for further study to prepare them for the world of work and will further their personal and social development. The experience of interacting with teachers/lecturers and peers and using a range of texts will encourage broadening of horizons, independent thinking and communicative competence. The benefits of taking and successfully completing the units are several.

Candidates will be able to:

- progress to the next stage, English (Access 3)
- demonstrate (to themselves, teachers, lecturers and employers) a range of basic skills across a number of purposes
- begin to appreciate the inter-relationship and transferability of skills acquired in individual units.

## **National Cluster: details (cont)**

### **CLUSTER**            English and Communication (Access 2)

#### **CONTENT**

The successful candidate in this programme of study in English and Communication will have achieved the outcomes in each of the component units:

- *English: Language Study (Access 2)*
- *English: Literary Study (Access 2)*
- *English and Communication: Oral Communication (Access 2).*

The content of these units, plus the additional 40 hours, constitutes the programme of study. It is not, however, envisaged that the provision 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 achievement of Outcome 1 and/or Outcome 2 of the unit *English and Communication: Oral Communication (Access 2)* may take place as part of a study of an issue in the unit *English: Language Study (Access 2)* or a text in the unit *English: Literary Study (Access 2)*.

#### **ASSESSMENT**

Access differs from other levels in that there is no external assessment. However the cluster provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete units.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of assessment are provided in the unit specifications. Candidates will prepare for the outcomes of each unit, which will evolve through learning and teaching activities across the units.

#### **APPROACHES TO LEARNING AND TEACHING**

Candidates will come to this programme from a wide variety of backgrounds and with different levels of prior attainment. There will be candidates who:

- have not participated in Standard Grade
- are adult returners
- have completed or are completing Standard Grade courses in some subjects and need more accessible provision in other areas of study
- wish to undertake a new area of study within the Access 2 framework to allow for lateral progression
- have progressed towards Access 2 from Access 1.

This programme aims to meet the needs of all these candidates, and teachers and lecturers should take account of the different abilities and educational goals of all candidates.

## National Cluster: details (cont)

### CLUSTER English and Communication (Access 2)

Given the potentially diverse population within a group working at this level, the challenge for teachers and lecturers will be to develop an integrated provision which interests and stimulates more mature adult returners as well as younger learners but which at the same time allows for individual needs to be addressed. Proposals for such a programme are contained in the following notes on teaching and learning.

#### Structure

The programme of study identifies the three main purposes of language – informative, expressive and imaginative – each of which includes an extensive subset of purposes. The programme should cover all these broad purposes and also all four modes: listening, talking, reading and writing. It is proposed that teachers and lecturers should build a programme around a small number of studies – enquiries into particular issues, interests or themes – with discussion at the core of candidate enquiry. For example, a film might serve to open up an enquiry and, once the group has identified issues it wishes to explore, materials are then introduced to support the discussion.

Information should come to the group in the shape of source material which is accessible to scrutiny and criticism. By source material it is meant any kind of material which is used for its relevance to an issue under discussion rather than for its own sake. Printed audio-visual materials which are sufficiently pithy and succinct to meet their needs, will gradually be fed to the candidates' discussion group. The teacher or lecturer must know the materials well if he or she is to be able to recall, locate and feed in helpful material in immediate response to the needs of the group. Care should be taken to ensure that the enquiry does not collapse into a series of comprehension studies.

At Access 2, as at all other levels within the English and Communication framework, issues of relevance and interest should be considered, issues which affect candidates in their day-to-day lives as well as in the wider world. The teacher or lecturer will need to offer a great deal of guidance on approaches, while at the same time allowing candidates to develop their own points of view. The teacher or lecturer will have responsibility for quality of content and standards of learning. What is of particular importance at Access 2, however, is that the mode of enquiry should have discussion rather than instruction as its core.

Teachers and lecturers may choose a minimum of three issues for the focus of study, one from each of the following categories: Self, Others and World although teachers and lecturers are free to select issues arising from the needs and interests of particular groups. As exploration of their chosen topics develops, teachers and lecturers will gradually introduce a wide range of printed and audio-visual texts in order to provide further information to consider the issues through, for example, imaginative genres.

It is essential that discussion leads into and is enriched by as wide a range as possible of other activities. Activities which encourage a collaborative, problem solving approach will be essential for candidates working at this level. Candidates would not be expected to sustain long periods of discussion since the breadth and depth of the enquiry would be limited if it were restricted to discussion alone. The kinds of work related to the needs of a discussion-based enquiry are identified in the outcomes for the units. For example, at various points the need may arise for an investigation into local or wider issues. In the context of the unit *English: Language Study (Access 2)* the outcome of such an investigation could meet the performance criteria for Outcome 1: understand simple, brief non-fiction text, and Outcome 2: convey simple, brief factual information in writing; and reporting back to the group for evaluation and discussion could meet the requirements for the unit *English and Communication: Oral Communication (Access 2)*, Outcome 2: deliver a simple oral communication.

## **National Cluster: details (cont)**

### **CLUSTER** English and Communication (Access 2)

Each enquiry should be a challenging and rewarding experience for candidates. They should emerge feeling that they have grappled profitably with important issues and come to greater understandings. They will have developed a variety of techniques for approaching and exploring matters and materials of considerable depth and sensitivity.

While teachers and lecturers are encouraged, whenever possible, to teach the units in an integrated fashion, the enquiry-based approach is appropriate when units are taught on a free-standing basis, though the scope and depth of the enquiry will necessarily be narrower.

#### **Induction**

It is likely that there will be an induction period prior to commencing the first enquiry of the programme of study. The benefits of induction are many: the aims and objectives of the programme can be shared with candidates; new terminology can be explained, as can assessment arrangements; the principles of the enquiry-based approach can be outlined; opportunities can be provided for candidates to experience the kinds of reading, writing, talking, watching/listening activities they will encounter in their subsequent study; candidates can be given the opportunity to evaluate their programme of study and focus on their future needs. Teachers and lecturers will value the opportunity to gather further information concerning candidates' needs and abilities through diagnostic assessment and candidates will appreciate the opportunity to collaborate and establish a group dynamic.

#### **Activities of the programme**

The activities which characterise provision in English and Communication (Access 2) arise naturally from the rationale. In order to develop language-handling skills, to broaden 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 class, group or individual levels as candidates consider their chosen issues.

Activities include:

- taking part in discussions/collaboration/problem solving activities
- brainstorming
- role play
- practical activities which demonstrate understanding
- discussing ideas/themes/texts/approaches with peers/teacher/lecturer
- discussing personal programmes of reading and writing with a teacher/lecturer
- exploring in talk and/or writing, experiences (both real and imagined), feelings, emotions, opinions and ideas
- gathering information from different texts, including non-print
- identifying the main concerns of text(s)
- reviewing and evaluating
- forming opinions and taking a stance
- keeping a folio.

## **National Cluster: details (cont)**

### **CLUSTER English and Communication (Access 2)**

#### **Literature**

The programme of study and system of assessment is designed to allow teachers/lecturers and candidates the freedom to choose the texts that will in their view best encourage development and enrichment. The range of prose, poetry, drama and media text open to candidates is intentionally wide. It is desirable that, over the programme as a whole, as the teacher or lecturer introduces materials for further exploration of the issues, candidates should come into contact with the main genres of literature and media representations. The materials selected should provide candidates with opportunities to respond to a range of thematically linked texts. In addition it is recommended that candidates be introduced to at least one Scottish text. Support materials will give further advice.

#### **Linguistic and literary awareness**

In order to engage in the activities listed above, candidates should have the opportunity to extend their understanding of, and capacity to use, some of the more familiar features of language, structure and style.

Where appropriate, candidates should be encouraged to develop their awareness of:

- the important way spoken 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 most commonly used conventions of written language.

Candidates should also possess:

- an appropriate vocabulary which will enable the discussion of prose, poetry, drama and mass media
- a basic understanding of what facilitates or prevents effective communication.

#### **Approaches**

##### ***Methods***

While the basic teaching strategy should be one of discussion, there will be a place for class, group and individual teaching. Sometimes the class lesson will have its place when, for example introducing a text and modelling different writing forms. Teachers and lecturers will also recognise the continuing importance of the group as a focus for collaborative activities including group discussion and role play. Where possible candidates will be encouraged 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. Candidates will need a high level of support as the teacher or lecturer guides the choice of texts or topic, advises on the skills appropriate to the study and the management of the task. The main emphasis at this level should be on the candidate taking the initiative in the completion of the task.

## **National Cluster: details (cont)**

### **CLUSTER English and Communication (Access 2)**

#### ***Talking and listening***

In addition to the learning and teaching which will be specific to the unit *English and Communication: Oral Communication (Access 2)*, the proposed enquiry-based approach will allow candidates to try out ideas in discussion, through drama and role-play exercises, to test opinions, to modify or defend their own statements and to respond to the ideas put forward by others. Talk also acts as a stimulus for individual and collaborative 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 topics and texts. For these reasons the fostering of oral skills will be one of the most important aspects of the programme.

#### ***Reading***

Throughout the units there should be opportunities for individuals to develop a range of reading skills. This will require carefully structured individualised programmes, using a wide variety of informational, literary and media texts. Audio-visual presentations should be used as a support whenever possible.

#### ***Writing***

Throughout the units there should be opportunities for individuals to develop a range of writing skills. This will require carefully structured individualised programmes as candidates are encouraged, where possible, to write for a variety of purposes.

#### ***Assessment as part of teaching***

The teacher's or lecturer's regular response to each candidate's work will remain a vital element in the learning process. It should identify success and provide constructive comment on candidate's development needs. These should be discussed with a view to agreeing action. Peer assessment will also have a part to play. It is recommended that candidates should compile and maintain a folder and/or a video log of work undertaken during the programme.

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

#### ***Planning and organising***

Those responsible for the language curriculum will find it helpful to produce an outline of how the aims of the programme are to be achieved. This will be particularly important if responsibility for individual candidates is to be shared, or if achievement of outcomes may take place in other curricular areas, which is possible, for example, within the area of special needs. 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 concise document describing the programme of study and how it fits into the general English and Communication curriculum.

## National Cluster: details (cont)

### CLUSTER English and Communication (Access 2)

#### **Balance, progression, time**

For a subject area such as English and Communication, 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 in terms of individuals and their particular needs. For many candidates working at this level, speaking and listening to or watching the spoken word will form the basis of learning and teaching. For some the skills of reading and writing will be more suitable, or indeed necessary, to achieve success. For others, different combinations of all four skills may form the basis of a multi-sensory approach which will allow for a wide variety of activities based on varied texts and contexts. Some advice of a general nature is offered here.

#### ***Balance***

Where appropriate, in the programme there should be a balance in the following:

- the acquisition and application of basic concepts and skills
- language and literature
- the productive and receptive modes
- supported closed and extended reading
- printed text and other media
- imaginative and transactional forms of writing
- 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.

#### ***Progression***

Progression should take place from the candidate's level of prior achievement. This can be achieved in the form of an enhanced demand in the level of difficulty of texts. There may also be a reduction in the amount of support offered by the teacher or lecturer. It will also be essential to continue to encourage the development of social and working relationships within the classroom.

#### ***Time***

The programme should be based on a minimum allocation of 160 hours of teaching contact. The structure of the assessment system offers guidance as to the allocation of time which might be given to different components of the programme, but it is flexible and the decision of the teacher or lecturer will also be influenced by the needs, abilities and interests of the group.

### **SPECIAL NEEDS**

This 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 Arrangements* (SQA, 2001).



## National Unit Specification: general information

<b>UNIT</b>	English: Language Study (Access 2)
<b>NUMBER</b>	D8VH 08
<b>CLUSTER</b>	English and Communication (Access 2)

### SUMMARY

While each unit in the cluster requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the unit *English: Language Study (Access 2)* focuses on introducing candidates to a wide variety of non-fiction texts and the development of basic reading and writing skills in relation to these texts.

The content of the unit comprises:

- the basic skills required for informational writing
- the basic skills required for reading informational text and for gaining access to technologies
- the basic skills required for individual talk, discussion and listening.

### OUTCOMES

- 1 Understand simple, brief non-fiction text.
- 2 Convey simple, brief factual information in writing.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 2.

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### Administrative Information

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## National Unit Specification: general information (cont)

**UNIT** English and Communication: Language Study (Access 2)

### CORE SKILLS

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None
<b>Additional core skills components for the unit</b>	Written Communication Acc 2

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT**                      English: Language Study (Access 2)

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 simple, brief non-fiction text.

##### **Performance criteria**

- (a) Responses demonstrate correct identification of main point of the text.
- (b) A correct identification is made of the purpose of the text.

##### **Evidence requirements**

The candidate should produce a short answer response, written, oral, or a practical demonstration which shows achievement of all the performance criteria in one text consisting of several sentences. One main point of the text should be identified.

Responses should be produced under controlled conditions in the presenting centre.

The written text may be supported by visual/oral materials and should be characterised by content which communicates information and ideas at a basic level (factual content which conveys a clear stance); vocabulary which is accessible; sentence structure which is simple; some key ideas or facts in straightforward layout.

#### **OUTCOME 2**

Convey simple, brief factual information in writing.

##### **Performance criteria**

- (a) Information is accurate and relevant to the purpose of the communication.
- (b) The communication is appropriate and comprehensible to the reader.

##### **Evidence requirements**

Evidence that the candidate can convey simple factual information in writing on one occasion.

The written communication should include at least one key fact/idea/opinion supported by some relevant detail.

The candidate will meet all the performance criteria in response to one task.

## National Unit Specification: support notes: summary

### UNIT English: Language Study (Access 2)

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

While the 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 a particular focus on informing and expressing.

#### **The candidate will respond to a selection from such texts as:**

- extracts from reference texts, including print and electronic texts
- simple factual reports
- brief factual articles from journalistic texts
- brief news articles and broadcast news items which include written text
- extracts from accessible feature articles and documentaries dealing with different points of view
- persuasive texts including advertisements
- extracts from biography and autobiography
- interviews and discussion with others which include written text
- media texts
- leaflets, notices, shopping lists
- instructions
- simple diagrams and tables – used in support of written text
- signs and symbols – used in support of written text
- social sight vocabulary – used in support of written text.

#### **The candidate will engage in a variety of reading, writing, talking and listening activities such as:**

- recognising and using different reading skills/purposes
- recognising and using different writing skills/purposes
- exploring different research techniques with teacher/lecturer support
- keeping records – logs, video records
- examining model texts (media texts) and different structures
- recognising and using different questioning techniques – open/closed
- individual and collaborative tasks
- practical activities – following simple instructions to complete a task.

#### **Outcomes**

- 1 Understand simple, brief non-fiction text.
- 2 Convey simple, brief factual information in writing.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      English: Language Study (Access 2)

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

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 the unit *English and Communication: Oral Communication (Access 2)* features as part of an integrated programme of study it will be possible to teach and assess oral skills in the context of this unit.

##### ***Outcome 1***

Understand simple, brief non-fiction text.

Opportunities should be provided throughout the enquiry for the candidate to be introduced to a variety of non-fiction texts which may include graphical and pictorial representations: for example, books (including biography, autobiography, collections of letters); newspapers and magazines; pamphlets; notices; advertisements, instructions. The texts chosen should be appropriate to the individual needs of the candidate group and may be supported by the use of video or audio tapes.

##### ***Outcome 2***

Convey simple, brief factual information in writing.

Opportunities should be provided throughout the enquiry for candidates to convey simple, brief factual information. The tasks should be carefully selected to meet the individual needs of the candidate.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

##### ***Outcome 1***

Learning and teaching approaches should be active and candidate-centred, utilising a variety of tasks and activities including brainstorming, class and group discussion of texts, collaborative activities and individual study.

Formative activities that develop individual reading skills may be part of personal investigations and practical activities drawn from this unit or from other curricular areas.

##### ***Outcome 2***

Learning and teaching approaches should be active and candidate-centred, utilising a variety of tasks and activities including brainstorming, role play and class and group discussion of simple factual texts.

Activities that develop individual writing skills may be part of personal investigations or practical activities drawn from this unit or any other curricular area. At this level candidates should be dealing with materials and ideas within familiar contexts.

Teachers and lecturers will introduce candidates to a variety of factual texts and will highlight the different ways in which information has been conveyed. Structure, layout, choice of vocabulary and

style will be explored and discussed as candidates examine texts and consider the facts/ideas/opinions contained within them.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      English: Language Study (Access 2)

Candidates should be encouraged to write for a variety of purposes and for a range of audiences, though teachers and lecturers may offer significant support at this level. The range of support strategies includes teacher/lecturer modelling; offering planning and writing structures; indicating and helping candidates remedy their mistakes and assisting with editing procedures.

Appropriate writing activities include letter writing (for example, letters to newspapers seeking information) postcards, shopping lists, short reports. Audiences for candidates' writing may include peers, teachers, lecturers and family members.

### **GUIDANCE ON ASSESSMENT FOR THIS UNIT**

#### ***Outcome 1***

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

In gathering evidence for assessment, care must be taken both in the selection of texts and the design of the task. The task should be designed to create a framework within which the candidate has an opportunity to demonstrate coverage of the performance criteria.

The texts chosen for assessment purposes will be characterised by content which communicates information and ideas at a basic level; vocabulary which is accessible; sentence structure which is simple; some key ideas or facts; straightforward layout; word choice and degree of formality which is appropriate to the particular form of writing. The text may contain, for example, graphics, illustrations, photographs, charts, simple tables.

Magazines, tabloids, simple adverts, notices, recipes are examples of materials which could be used for generating assessment responses.

To achieve the outcome candidates will give short answers, in writing or orally, to questions designed to allow him/her to identify correctly the main point and purpose of the text. Alternatively candidates could undertake an assignment designed to test his/her ability to read and understand simple written and diagrammatic information and carry out a task using this information. This could involve making a poster, carrying out a simple experiment, following a simple recipe. The assessment evidence for this outcome must have been produced under controlled conditions within an appropriate context.

#### ***Outcome 2***

In assessment tasks the teacher or lecturer may continue to offer support (such as introducing the topic/task, reminding the candidate of the requirements and process, providing advice and guidance with structuring and helping candidates to remedy their mistakes).

The information conveyed at this level will be basic and should include at least one key fact/idea/opinion supported by some relevant detail. Diagrams, simple maps, tables, sketches or photographs may be used to support the response.

## **National Unit Specification: support notes (cont)**

**UNIT**                      English: Language Study (Access 2)

### **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 Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	English: Literary Study (Access 2)
<b>NUMBER</b>	D8VJ 08
<b>CLUSTER</b>	English and Communication (Access 2)

### SUMMARY

While each unit in the cluster of units requires deployment of reading, writing, talking and listening skills for a range of purposes, the unit *English: Literary Study (Access 2)* focuses on the introduction of candidates to a wide range of imaginative text and on responding to that text. The basic skills and concepts acquired and developed will enable candidates to respond in different ways to texts which will be explored by the candidate. The texts which are studied will be drawn from prose fiction, poetry, drama and mass media – and it is recommended that one of these texts will be Scottish.

The content of the unit comprises:

- the basic skills required for responding to literary texts and expressing a point of view
- the basic skills required for individual talk, discussion and listening.

### OUTCOMES

- 1 Respond to features of a simple imaginative text.
- 2 Express a point of view with regard to a simple imaginative text.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 2.

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### Administrative Information

<b>Superclass:</b>	FC
<b>Publication date:</b>	June 2002
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## **National Unit Specification: general information (cont)**

**UNIT**                      English: Literary Study (Access 2)

### **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 the *Catalogue of Core Skills in National Qualifications* (SQA, 2001)

## **National Unit Specification: statement of standards**

### **UNIT**                      English: Literary Study (Access 2)

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**

Respond to features of a simple imaginative text.

##### **Performance criteria**

- (a) Simple, obvious features of the text are identified in the response.
- (b) The effect of these features of the text is explained.
- (c) An element of personal response is demonstrated.

##### **Evidence requirements**

Candidates should produce one spoken or written response to a text identifying at least two features. Text should be drawn from one of the following genres:

- prose
- poetry
- drama
- mass media.

All performance criteria must be met in response to one text. If the response is oral, candidates may meet the performance criteria of Outcome 2 of the unit *English and Communication: Oral Communication (Access 2)* and achieve the requirements of both outcomes within one assessment instrument.

All evidence must be produced under controlled conditions in the presenting centre.

If the text used to generate assessment evidence is carefully selected and substantial enough, it would be possible for the candidate to meet the demands of both outcomes in this unit using the same text.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**                      English: Literary Study (Access 2)

#### **OUTCOME 2**

Express a point of view with regard to a simple imaginative text.

#### **Performance criteria**

- (a) A personal point of view is clearly expressed.
- (b) The point of view expressed is justified by reference to features of the text.

#### **Evidence requirements**

Candidates will produce one spoken or written response to a text drawn from one of the following genres:

- prose
- poetry
- drama
- mass media.

The response must clearly express a personal point of view and the candidate should justify the personal response to the text.

All performance criteria must be met in response to one text. If the response is oral candidates may meet the performance criteria of Outcome 2 of the unit *English and Communication: Oral Communication (Access 2)* and achieve the demands of both outcomes using one assessment instrument.

All evidence must be produced under controlled conditions in the presenting centre.

If text used for generating assessment evidence is carefully selected and substantial enough, it would be possible for the candidates to meet the demands of both outcomes in this unit using the same text.

## National Unit Specification: support notes: summary

### UNIT English: Literary Study (Access 2)

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

While the 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 the understanding and appreciation of literature.

#### **The candidate will respond to texts drawn from the following four genres:**

- **prose** (novel, short stories, autobiography)
- **poetry**
- **drama**
- **mass media.**

**Note:** it is recommended that at least one of the texts studied is Scottish.

#### **The candidate will engage in a variety of reading and writing activities, where appropriate, and talking and listening activities such as:**

- class study of texts, including media representations
- group discussion and presentation of ideas about texts
- discussing ideas about texts with teachers/lecturers/peers
- acquiring basic awareness of concrete ideas and issues through direct teaching
- witnessing performance(s)
- role play.

#### **Outcomes**

- 1 Respond to features of a simple imaginative text.
- 2 Express a point of view with regard to a simple imaginative text.

## National Unit Specification: support notes (cont)

### UNIT English: Literary Study (Access 2)

#### GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The summary table gives an indication of content and context. Opportunities for talking and listening activities will arise as candidates pursue study in this unit. Where the unit *English and Communication: Oral Communication (Access 2)* appears as part of an integrated programme of study, it will be possible to teach and assess communication skills in the context of this unit

#### GUIDANCE ON LEARNING AND TEACHING FOR THIS UNIT

##### *Outcome 1*

Literature provides a valuable source which can be used in a variety of ways, both in the language curriculum and in other curricular areas. This outcome should allow candidates to explore texts in many ways. This process of exploration could also be used by teachers and lecturers to develop and assess the oral component of the unit *English and Communication: Oral Communication (Access 2)* as well as developing the skills required in the unit *English and Communication: Language Study (Access 2)*. Candidates should be introduced to as wide a range of texts and styles as possible from the following genres: prose, poetry, drama, and mass media. There is, however, considerable flexibility available in the choice of texts and of the methods by which skills in understanding and appreciation are developed. Mass media texts may be used to support study of literary texts.

Teachers and lecturers will wish to select short texts and short extracts from longer texts which support candidates in their enquiry. There will be a close relationship between texts studied for both outcomes, and, if substantial enough, the same text may be used. Texts and extracts will, of course, be chosen with an eye to their particular appeal and suitability for an individual candidate, a class or group.

Teaching approaches may include brainstorming, role play, group discussion, individual presentations, artwork, sequencing and prediction. Most of the exploration of text will be collaborative. It is likely that candidates will access the text through media representations or the teacher or lecturer reading the text to the class. If the candidates are to read for themselves some effort will be required to establish appropriate reader/print match.

Through examples of a variety of texts and direct teaching, candidates should be able to demonstrate some understanding of the obvious features of a simple text and start to become aware of the basic critical terminology for discussing prose, poetry, drama and media text.

Directed questions will focus on various aspects of text, such as:

- plot
- character
- setting
- genre
- language.

## National Unit Specification: support notes (cont)

### UNIT English: Literary Study (Access 2)

#### *Outcome 2*

This outcome should extend the candidate's exploration of imaginative texts carried out in Outcome 1. Much of the advice offered in the support notes to Outcome 1 also applies here although the emphasis is on the candidate expressing a personal point of view on a complete text.

Candidates will be introduced to different literary genres and mass media texts. In addition it is recommended that candidates be introduced to at least one Scottish text. Teachers and lecturers already have a wide experience of dealing with imaginative texts and the number and lengths of the texts studied will depend on the nature of the class and its particular needs. In order to stimulate candidate's interest and engagement, a wide range of texts – in terms of form and content – should be explored and, in particular, media representations of text. Writing/talking about a text or chosen features of a text, at a very basic level helps candidates to explore it. Such activities will naturally cross into the creative domain where art, drama, music, class story/play/ poem could result from the stimuli. At each stage and in every activity, candidates will be required to form a point of view and to substantiate it with evidence from the text.

Teachers/lecturers and candidates will appreciate the opportunity to focus on texts of particular interest and relevance. 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.

Focus on text can be sustained through various approaches to ideas and meanings. Class and group discussions, brainstorming, role play, individual work, presentations, creative writing done collaboratively, audio-visual presentations, each has a place in the process which builds up reading and writing skills, the abilities to respond and to express views and judgements in an informed and thoughtful manner.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

#### *Outcome 1*

In tasks which generate assessment evidence, the teacher or lecturer may continue to offer support (such as reminding the candidate of the requirements and process, reading the text to the candidate or providing media representations).

Assessment evidence could take the following forms:

- written short answer response
- oral - short answer response in the form of teacher or lecturer/candidate interview
- graphical response, for example, candidates may draw/paint and label the characters in the text or a scene depicting part of the plot, and then discuss it.

If the response to this outcome is oral it would also be possible for the candidate to meet the performance criteria of the unit *English and Communication: Oral Communication (Access 2)*, Outcome 2: deliver a simple oral communication, and achieve the demands of both outcomes using one assessment instrument.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      English: Literary Study (Access 2)

#### ***Outcome 2***

In tasks which generate assessment evidence the teacher or lecturer may continue to offer support (such as reminding the candidate of the requirements and process, reading the text to the candidate or providing media representations).

To achieve the outcome candidates should make a short-answer response, written or oral, which clearly expresses a personal point of view and justifies the point of view thus demonstrating some engagement with the whole text. Paintings or drawings may be used to support the response.

If it is appropriate, and the text is carefully selected and substantial enough, it would also be possible for the candidate to meet the demands of both outcomes using the same text.

#### **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 Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	English and Communication: Oral Communication (Access 2)
<b>NUMBER</b>	D540 08
<b>CLUSTER</b>	English and Communication (Access 2)

### SUMMARY

This unit focuses on talking and listening skills. However candidates may communicate information about their interests, ideas, topics and texts individually and in group discussion in their normal mode of communication which may include signing. A range of basic skills will be developed as candidates communicate for transactional purposes and interact on a one-to-one basis, with an audience or within a group.

The content of the unit comprises:

- the basic skills required for individual talk, discussion and listening within a variety of contexts, and to meet a variety of needs – social/vocational/personal.

### OUTCOMES

- 1 Listen/watch and respond to a simple communication.
- 2 Deliver a simple oral communication.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 2.

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#### Administrative Information

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## National Unit Specification: general information (cont)

**UNIT** English and Communication:  
Oral Communication (Access 2)

### CORE SKILLS

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None
<b>Additional core skills components for the unit</b>	Oral Communication      Acc 2

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

**UNIT**                      English and Communication:  
                                    Oral Communication (Access 2)

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**

Listen/watch and respond to a simple communication.

#### **Performance criteria**

- (a) Responses demonstrate correct identification of the main point of the communication.
- (b) A correct identification is made of the purpose of the communication.

#### **Evidence requirements**

Candidates will produce a short answer response, written or oral, which demonstrates the correct identification of the main point of the communication and the purpose of the communication.

All performance criteria must be met in one response on one occasion. Evidence should be retained for example, using a checklist, video or audio recording.

### **OUTCOME 2**

Deliver a simple oral communication.

#### **Performance criteria**

- (a) The content of the communication is clearly expressed.
- (b) The communication is comprehensible to a listener.

#### **Evidence requirements**

In order to provide evidence for both performance criteria the communication may:

- convey obvious and simple information within a familiar setting, the communication will contain information drawn from at least one source, or
- express a point of view on a simple topic (which could be derived from a written text studied, a television programme, video/radio text), the communication will contain information drawn from at least one source, or
- review a text or aspects of a text, the communication conveys a response in which the candidate is able to identify nominated features of text (for example, plot, character, setting).

If the candidate decides to make a small presentation some support through prompting or questioning is permissible during the communication. In this case the communication may be delivered to two or more familiar people, so that the listener is part of an audience.

The performance criteria must be met in one communication. Evidence should be retained for example, using a checklist, video or audio recording. A brief note of the context and source of the information should accompany the evidence.

## National Unit Specification: support notes: summary

### UNIT English and Communication: Oral Communication (Access 2)

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

While the 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 a particular focus on purposes related to the presentation of information, ideas and opinions, orally or in the candidate's normal mode of communication.

#### **The candidate will deliver, contribute to, watch, listen, discuss a selection from such texts as:**

- individual speeches and presentations
- extracts from broadcast communications (news, documentary, debate, advertisement)
- group discussions
- those which form the focus of literary and language study in other units
- real life situations within candidate's work/learning/home environments.

#### **The candidate will engage in a variety of language activities such as:**

- planning and constructing simple communication for specific purposes and audiences
- rehearsing and delivering simple communication for specified purposes and audiences mindful of social conventions
- contributing appropriately to group discussion of topics and texts
- making a personal response to a range of communication.

#### **Outcomes**

- 1 Listen/watch and respond to a simple communication.
- 2 Deliver a simple oral communication.

## **National Unit Specification: support notes (cont)**

**UNIT**                      English and Communication:  
                                    Oral Communication (Access 2)

### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

This unit comprises two outcomes which focus on listening/watching and responding to a simple communication and delivering a simple oral communication.

The summary table gives indication of content and context. The nature of the content and context for communication will differ according to whether the unit is taught as a free standing unit or as part of programme of study.

This unit seeks to develop the skills of conveying and receiving information using appropriate social conventions. These conventions may be indicated by posture, sitting, standing, physical distance, eye contact, tone, pitch and volume of voice, taking into account any special needs experienced by the candidate. Whatever content/context is selected by the teachers and lecturers it is essential that this is enhanced by real life situations in which the candidate consolidates the skills which have been taught.

As in the case of any unit taught as a free-standing unit, there will be a need to set time aside to create the content and context which will provide the resources for the candidate's ideas. For example, if the subject chosen by the class is 'bullying', time will need to be set aside for reading about and discussing the topic before candidates listen/watch and respond to a simple communication. The focus for this unit when it is studied for its own sake may be the personal, social and vocational/learning needs of the candidates.

If, however, the unit is to be taught as part of a programme of study, the context and content may be derived from reading and discussion appropriate to the content or context of other units.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

#### ***Outcome 1***

The skills required by the candidate to achieve the outcome may be associated with:

- the ability to pay attention in order to receive information,
- the ability to convey and receive information for a variety of purposes in a variety of contexts to do with personal need, social need, vocational/learning purposes.

The listening/watching skills can only be measured through the quality of the response and could be assessed in a variety of ways depending on the needs of the candidates.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      English and Communication:                                     Oral Communication (Access 2)

Suitable contexts/texts for listening/watching may be:

- extracts from ‘live’ presentations, dialogues or debates
- extracts from soap operas
- advertisements
- extracts from news programmes – bulletins, features and reports
- extracts from interviews
- a spoken interaction with one or more people in a real life setting
- a presentation with or without the use of audio-visual aids.

This list is not exhaustive.

#### ***Outcome 2***

In order to develop skills in delivering a simple oral communication, candidates will need:

- an understanding of what facilitates/prevents effective communication
- an understanding of how to go about improving their skills
- an opportunity to reflect on and evaluate their progress
- feedback from the teacher/lecturer or peers.

Referring to the first skill listed above, good practice suggests that the best approaches are for the teacher or lecturer to:

- share the criteria for successful communication with the candidate
- focus during the teaching and formative phases – on one of the criteria on any one occasion, for example, posture, physical distance, eye contact, tone, pitch and volume of voice
- provide and discuss with the candidate or the class, models of good communication, sometimes, if possible their own
- note that the relevance of the communication and the structure is important.

These models may be derived from the examples of texts and contexts in Outcome 1.

## **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

#### ***Outcome 1***

In summative assessment, care must be taken both in the selection of the contexts/ texts and in the question design. Questions should be designed to create a framework within which the candidate has an opportunity to demonstrate coverage of both performance criteria. The candidate will listen/to watch a simple communication and respond to a series of questions by giving an adequate account of the main point of the communication which may be a piece of information or point of view. The candidate will also identify the purpose of the communication.

## National Unit Specification: support notes (cont)

**UNIT** English and Communication:  
Oral Communication (Access 2)

### ***Outcome 2***

This outcome could be achieved in several ways depending on the needs of the candidate and the content and context in which the learning and teaching is taking place. A simple oral communication could result as a natural extension of the texts studied in other units in the programme where the candidate would be able to talk about the text, be able to identify nominated features of the text (for example, plot, character, setting) and make a personal response. The stimulus for the communication could arise from the candidate's interest in a particular leisure pursuit, views he/she holds on certain issues or as a result of work carried out in other curricular areas. If the candidate chooses to make a simple presentation to the class, some support through prompting or questioning is permissible. In this context the communication may be delivered to two or more familiar people, one of whom is identified as 'the listener' for assessment purposes.

Alternatively the candidate could be observed in a real life setting delivering a simple oral communication to meet a personal, social or vocational need.

Evidence could be recorded using a checklist, video or audio recording.

### **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 Arrangements* (SQA, 2001).