

ENGLISH AND COMMUNICATION
Intermediate 1

Third edition – published December 1999

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

COURSE TITLE: English and Communication (Intermediate 1)

COURSE NUMBER: C039 10

National Course Specification

Course Details: Core skills statements expanded.

National Unit Specification:

All units

Core skills statements expanded.

National Course Specification

ENGLISH AND COMMUNICATION (INTERMEDIATE 1)

COURSE NUMBER C039 10

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.

<i>D208 10</i>	<i>Unit 1</i>	<i>English and Communication: Language Study</i>	<i>1 credit (40 hours)</i>
<i>D209 10</i>	<i>Unit 2</i>	<i>English and Communication: Literary Study</i>	<i>1 credit (40 hours)</i>
<i>D210 10</i>	<i>Unit 3A</i>	<i>English and Communication: Individual Presentation</i>	<i>0.5 credit (20 hours)</i>
		<i>or</i>	
<i>D211 10</i>	<i>Unit 3B</i>	<i>English and Communication: Group Discussion</i>	<i>0.5 credit (20 hours)</i>
		<i>or</i>	
<i>D212 10</i>	<i>Unit 3C</i>	<i>English and Communication: Critical Listening</i>	<i>0.5 credit (20 hours)</i>
<i>D214 10</i>	<i>Unit 4A</i>	<i>English and Communication: Specialist Study – Language</i>	<i>0.5 credit (20 hours)</i>
		<i>or</i>	
<i>D213 10</i>	<i>Unit 4B</i>	<i>English and Communication: Specialist Study – Literature</i>	<i>0.5 credit (20 hours)</i>
		<i>or</i>	
<i>D215 10</i>	<i>Unit 4C</i>	<i>English and Communication: Specialist Study – Oral Communication</i>	<i>0.5 credit (20 hours)</i>

Candidates may not select both Unit 3A: English and Communication: Individual Presentation and Unit 4C: English and Communication: Specialist Study – Oral Communication as components of an Intermediate 1 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 component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation and preparation for course assessment. This time is an essential element of the course and advice on its use is included in the course details.

Administrative Information

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National Course Specification (cont)

COURSE English and Communication (Intermediate 1)

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 Foundation level
- Access 3 English units

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 Int 1* if candidates choose

either

D212 10 Unit 3C English and Communication: Critical Listening and
D214 10 Unit 4A English and Communication: Specialist Study – Language

or

D212 10 Unit 3C English and Communication: Critical Listening and
D213 10 Unit 4B English and Communication: Specialist Study – Literature.

Candidates will receive automatic certification of the core skill *Communication Int 1* 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 (Intermediate 1)

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 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 course 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 – 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 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 (Intermediate 1)

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 Intermediate 1, 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 (Intermediate 1)

AIMS

In addition to the broad aims contained in the Intermediate 1 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 convey ideas 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: English and Communication: 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 English and Communication: Individual Presentation (Unit 3A) or contribution to English and Communication: 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 Intermediate 1 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 Intermediate 1 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 Intermediate 1 course are several:

- candidates will qualify to progress to the next stage of the framework – Intermediate 2
- candidates will possess an externally assessed award at a level specified as an entry qualification for a number of further 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 Intermediate 1 course will appreciate the inter-relationship and transferability of skills acquired in individual units
- candidates who have successfully completed Intermediate 1 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 (Intermediate 1)

CONTENT

The successful candidate in an Intermediate 1 course in English will have achieved the outcomes in each of the component units:

Unit 1	English and Communication: Language Study	(40 hours)
Unit 2	English and Communication: Literary Study	(40 hours)
Unit 3A	English and Communication: Individual Presentation	(20 hours)
	<i>or</i>	
Unit 3B	English and Communication: Group Discussion	(20 hours)
	<i>or</i>	
Unit 3C	English and Communication: Critical Listening	(20 hours)
Unit 4A	English and Communication: Specialist Study – Language	(20 hours)
	<i>or</i>	
Unit 4B	English and Communication: Specialist Study – Literature	(20 hours)
	<i>or</i>	
Unit 4C	English and Communication: Specialist Study – Oral Communication	(20 hours)

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

The content of these units, with the additional 40 hours, constitutes the course. It is not, however, envisaged that the Intermediate 1 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. Also, approaches to the study of texts in Unit 2 may be taught alongside preparation for the English and Communication: 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 (Intermediate 1)

ASSESSMENT

The award of Intermediate 1 English and Communication 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 will 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 must be assessed externally for its effectiveness as a piece of writing in relation to its purpose. 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: English and Communication: Individual Presentation **or** Unit 3B: English and Communication: Group Discussion **or** Unit 3C: English and Communication: 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**, p. 9-19).

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 (Intermediate 1)

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: English and Communication: Specialist Study – Language, requires candidates to submit an investigation into a language topic and Unit 4B: English and Communication: Specialist Study – Literature, requires candidates to submit a review of literary text(s). Candidates undertaking Unit 4C: English and Communication: 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 at least 500 words; if it is an Analysis, it will last at least 6 minutes. It is expected that the Investigation/Review/Analysis will already have met the performance criteria and achieved the outcome for Unit 4A: English and Communication: Specialist Study – Language or Unit 4B: English and Communication: Specialist Study – Literature or Unit 4C: English and Communication: 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 1 hour 30 minutes. There will be one Paper consisting of two parts – Part I: Interpretation and Part II: Textual Analysis.

Part I: Interpretation	30% weighting
Part II: Textual Analysis	30% weighting

Part I: Interpretation

(30% weighting)

This part will require 45 minutes. In response to a series of questions, candidates will be required to demonstrate their ability to understand, analyse and evaluate a passage of unseen prose.

Relationship to unit study: Part I will test the detailed application of close reading skills which candidates will have demonstrated for success in this unit and in other units.

National Course Specification: course details (cont)

COURSE English and Communication (Intermediate 1)

Part II: Textual Analysis

(30% weighting)

This part will require 45 minutes. 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 application of textual analysis skills which underpin the success candidates will have achieved in writing Critical Responses on texts studied in the English and Communication: Literary Study unit.

Summary of mark allocation

Folio	40% weighting
Examination	60% weighting

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, 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*, published by HSDU in May 1996.

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.

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 attainment 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.

National Course Specification: course details (cont)

COURSE English and Communication (Intermediate 1)

On successful completion of the Intermediate 1 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. In the Textual Analysis section of the paper, candidates will have applied to unfamiliar text reading skills developed in the English and Communication: Literary Study unit.

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.

INTERMEDIATE 1 EXTERNAL ASSESSMENT: FOLIO

Folio Item 1: Writing

GRADE C Performance Criteria	GRADE A Indicators of Excellence
<p>a) Content Content is mainly relevant and appropriate for purpose and audience; there is an attempt to develop a number of ideas/points of information.</p> <p>b) Structure There is a degree of organisation of content and a straightforward structure which is in the main appropriate for purpose, audience and genre.</p> <p>c) Expression Some use of basic techniques relevant to the genre, mainly accurate choice of words and some variety of sentence structures indicate an attempt to adopt an appropriate tone and convey a point of view.</p> <p>d) Technical Accuracy Spelling, syntax and punctuation are mainly accurate.</p> <p>Note: according to purpose, content is likely to be reflection, ideas, opinion, argument, information.</p>	<p>At least three bullet points from at least two categories.</p> <p>Content</p> <ul style="list-style-type: none">• Content is wholly relevant and is substantial <p>Structure</p> <ul style="list-style-type: none">• Organisation of content contributes significantly to the achievement of purpose <p>Expression</p> <ul style="list-style-type: none">• Some techniques of the genre are used competently• Choice of words and sentence structures are occasionally effective and expression is generally appropriate• As appropriate to purpose, there are indications of the writer's personality/individuality/stance in ideas and use of language

AND

Folio Item 2: Individual Presentation

GRADE C Performance Criteria	GRADE A Indicators of Excellence
<p>a) Content Content is mainly relevant and appropriate for purpose and audience; there is an attempt to develop a number of ideas/points of information.</p> <p>b) Structure There is a degree of organisation of content and a straightforward structure which is in the main appropriate for purpose and audience.</p> <p>c) Expression Audible delivery and some use of verbal and non-verbal techniques indicate an attempt to adopt an appropriate tone and convey a point of view.</p> <p>d) Interaction with Audience Some awareness is shown of the requirements and reactions of the audience and some attempt is made to deal with questions relevantly.</p> <p>Note: according to purpose, content is likely to be reflection, ideas, opinion, argument, information.</p>	<p>At least three bullet points from at least two categories.</p> <p>Content</p> <ul style="list-style-type: none"> Content includes some extended development, giving the presentation some depth and complexity in respect of one or two aspects <p>Structure</p> <ul style="list-style-type: none"> Organisation of content contributes significantly to the achievement of purpose <p>Expression</p> <ul style="list-style-type: none"> The presentation makes use of an appropriate register and accurate spoken language structures The delivery is audible and clear throughout and there is some effective variation of pace and tone In some respects expression and delivery are confident <p>Interaction with Audience</p> <ul style="list-style-type: none"> Consistent awareness is shown of the requirements and reactions of the audience and responses to questions are relevant

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 exceptional circumstances requiring submission of a mark below 6.

OR

Folio Item 2: Group Discussion

GRADE C Performance Criteria	GRADE A Indicators of Excellence
<p>a) Content of Contributions Contributions show some attention to purpose by including some relevant content, with occasional supporting detail/evidence.</p> <p>b) Expression Contributions are mostly audible and clear and indicate an attempt to adapt verbal and non-verbal techniques as appropriate to purpose and audience.</p> <p>c) Response to Other Points of View Contributions take some account of what others say and show some ability to relate appropriately to other members of the group.</p> <p>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.</p>	<p>At least three bullet points from at least two categories.</p> <p>Content of Contributions</p> <ul style="list-style-type: none"> • Contributions are consistently relevant to purpose • Some supporting evidence is offered <p>Expression</p> <ul style="list-style-type: none"> • Contributions are consistently audible and clear and occasionally show skill in use of verbal and non-verbal techniques as appropriate <p>Response to Other Points of View</p> <ul style="list-style-type: none"> • Contributions take account of what others say in two or more ways • Relationships with other members of the group are consistently appropriate for discussion

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 exceptional circumstances requiring submission of a mark below 6.

OR

Folio Item 2: Critical Listening

GRADE C Performance Criteria	GRADE A Indicators of Excellence
<p>a) Understanding Responses demonstrate understanding of the main points of the observed communication and some of its relevant features.</p> <p>b) Analysis Responses describe some of the more obvious ways in which aspects of verbal and non-verbal technique contribute to meaning/effect/impact.</p> <p>c) Evaluation Responses contain a stated or implied reaction to the content or style of the observed communication which shows awareness of its purpose and is supported by some appropriate reference to the text.</p> <p>Critical listening may be assessed by a marking scheme designed so that attainment of a 'pass mark' or 'cut-off score' guarantees achievement of the performance criteria for grade C.</p>	<p>Understanding</p> <ul style="list-style-type: none"> • Responses reveal secure understanding of the main points of the observed communication • Some explanation is given of supporting details/relevant features <p>Analysis</p> <ul style="list-style-type: none"> • Responses reveal some understanding of the uses and effects of verbal and non-verbal technique <p>Evaluation</p> <ul style="list-style-type: none"> • Evaluation reveals some engagement with the observed communication as a whole • Evaluation is supported by appropriate textual evidence <p>Critical listening may be assessed by a marking scheme designed so that 'cut-off scores' for grade B and A guarantee the presence in responses of an appropriate range and quality of the indicators of excellence.</p>

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 exceptional circumstances requiring submission of a mark below 6.

AND

Folio Item 3: Specialist Study: Language

GRADE C Performance Criteria	GRADE A Indicators of Excellence
<p>a) Understanding In relation to the aspect(s) nominated for study, the investigation demonstrates understanding of some of the characteristic features of language use.</p> <p>b) Analysis The investigation describes some of the more obvious ways in which characteristic features of the nominated aspect(s) of language use contribute to meaning/effect/impact (as appropriate).</p> <p>c) Evaluation The investigation contains a stated or implied personal reaction to the nominated aspect(s) of language use, supported by some appropriate evidence.</p> <p>d) Expression Language conveys meaning clearly and a generally relevant line of thought is discernible; spelling, syntax and punctuation are mainly accurate.</p>	<p>At least three bullet points from at least two categories</p> <p>Understanding</p> <ul style="list-style-type: none"> • The investigation reveals secure understanding of some of the characteristic features of language use • Some explanation is given of the nature of these <p>Analysis</p> <ul style="list-style-type: none"> • The investigation reveals some understanding of ways in which the nominated aspect(s) of language use contribute(s) to meaning/effect/impact (as appropriate) <p>Evaluation</p> <ul style="list-style-type: none"> • Evaluation reveals a clear personal interest • Evaluation is supported by appropriate use of evidence <p>Expression</p> <ul style="list-style-type: none"> • Expression is consistently clear in establishing a relevant line of thought

OR

Folio Item 3: Specialist Study: Literature

GRADE C Performance Criteria	GRADE A Indicators of Excellence
<p>a) Understanding In relation to the aspect(s) nominated for study, the review demonstrate understanding of the main point(s) of the text(s) through some reference to relevant areas of content.</p> <p>b) Analysis The review describes some of the more obvious ways in which aspects of structure/style/language contribute to meaning/effect/impact.</p> <p>c) Evaluation The review contains a stated or implied personal reaction to the content or style of the text(s), supported by some textual reference.</p> <p>d) Expression Language conveys meaning clearly and a generally relevant line of thought is discernible; spelling, syntax and punctuation are mainly accurate.</p>	<p>At least three bullet points from at least two categories.</p> <p>Understanding</p> <ul style="list-style-type: none"> • The review reveals secure understanding of the main points of the text • Some explanation is given of significant detail <p>Analysis</p> <ul style="list-style-type: none"> • The review reveals some understanding of the writer’s use of literary/linguistic technique <p>Evaluation</p> <ul style="list-style-type: none"> • Evaluation reveals a critical stance • Evaluation is supported by some appropriate use of textual evidence <p>Expression</p> <ul style="list-style-type: none"> • Expression is consistently clear in establishing a relevant line of thought

OR

Folio Item 3: Specialist Study: Oral Communication

GRADE C Performance Criteria	GRADE A Indicators of Excellence
<p>a) Understanding In relation to the aspect(s) nominated for study, the analysis demonstrates understanding of some of the characteristic features of oral communication.</p> <p>b) Analysis The analysis describes some of the more obvious ways in which characteristic features of the nominated aspect(s) of oral communication contribute to meaning/effect/impact (as appropriate).</p> <p>c) Evaluation The analysis contains a stated or implied personal reaction to the nominated aspect(s) of oral communication supported by some appropriate evidence.</p> <p>d) Expression Audible delivery and some use of verbal and non-verbal techniques indicate an attempt to convey a point of view and show awareness of audience requirements and reactions; there is some attempt to respond relevantly to questions.</p>	<p>At least three bullet points from at least two categories</p> <p>Understanding</p> <ul style="list-style-type: none"> • The analysis reveals secure understanding of some of the characteristic features of oral communication • Some explanation is given of the nature of these <p>Analysis</p> <ul style="list-style-type: none"> • The analysis reveals some understanding into ways in which the nominated aspect(s) of oral communication contribute to meaning/effect/impact (as appropriate) <p>Evaluation</p> <ul style="list-style-type: none"> • Evaluation reveals a clear personal interest • Evaluation is supported by appropriate use of evidence <p>Expression</p> <ul style="list-style-type: none"> • Expression is consistently clear in establishing a relevant line of thought

INTERMEDIATE 1 EXTERNAL ASSESSMENT: EXAMINATION

Interpretation

<p>GRADE C Performance Criteria</p>	<p>GRADE A Indicators of Excellence</p>
<p>a) Understanding Responses demonstrate understanding of the major and minor points of the text and give basic explanation of their relationships.</p> <p>b) Analysis Responses give some explanation of ways in which aspects of structure, style and language contribute to meaning/effect/impact.</p> <p>c) Evaluation Comment is made on the effectiveness of the text which shows awareness of the writer’s purpose(s) and is supported by appropriate reference to the text.</p> <p>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.</p>	<p>Understanding</p> <ul style="list-style-type: none"> • Responses demonstrate secure understanding of the main and minor points of the text and explain their relationships in some detail <p>Analysis</p> <ul style="list-style-type: none"> • There is some detailed explanation of how aspects of structure, style and language contribute to meaning/effect/impact <p>Evaluation</p> <ul style="list-style-type: none"> • Comment on the effectiveness of the text takes the writer’s purpose(s) and stance into account, uses some appropriate critical terminology and gives some detailed reference to appropriate sections of the text <p>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.</p>

Textual Analysis

GRADE C Performance Criteria	GRADE A Indicators of Excellence
<p>a) Understanding Responses demonstrate understanding of major and minor point(s) of the text through some reference to relevant areas of content.</p> <p>b) Analysis Responses describe some of the more obvious ways in which aspects of structure/style/language contribute to meaning/effect/impact.</p> <p>c) Evaluation Responses contain a stated or implied personal reaction to the content or style of the text supported by some textual reference.</p> <p>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.</p>	<p>Understanding</p> <ul style="list-style-type: none"> • Responses reveal secure understanding of the main points of the text • Some understanding is shown of significant detail <p>Analysis</p> <ul style="list-style-type: none"> • Responses reveal some understanding of the writer’s use of literary/linguistic technique <p>Evaluation</p> <ul style="list-style-type: none"> • Evaluation reveals some engagement with the text or extract as a whole • There is appropriate use of textual evidence <p>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.</p>

National Course Specification: course details (cont)

COURSE English and Communication (Intermediate 1)

APPROACHES TO LEARNING AND TEACHING

Activities of the course

The activities which characterise an Intermediate 1 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 class, group or individual levels.

- taking part in discussions/collaboration/problem-solving activities
- discussing ideas/themes/texts/approaches with peers/teacher/lecturer
- discussing personal programmes of reading and writing with a teacher/lecturer
- exploring, in talk and writing, experiences (both real and imagined), feelings, emotions, opinions and ideas
- expressing these in a variety of forms
- experimenting with different models and styles
- undertaking personal reading, independent study and research
- skimming, scanning, close reading
- consulting and comparing a number of texts
- contrasting and gathering information from different texts
- identifying the main concerns of text(s)
- acquiring techniques for responding to key passages in relation to whole texts
- applying a knowledge of literary concepts both to texts and to any ensuing writing tasks
- reviewing, making notes
- forming opinions and taking a stance
- planning, drafting, editing, redrafting; presenting collated and revised material in appropriate form

Literature

At Intermediate 1 the proposed course and 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 English and Communication: Specialist Study and English and Communication: Literary Study units and in 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. The materials selected should provide candidates with opportunities to study and respond to as wide a range of texts as possible. In addition, candidates should study at least one Scottish text (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 (Intermediate 1)

Linguistic and literary awareness

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

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

- the more important ways in which language varies according to user and use (eg register, Scots language forms, regional and other dialects, standard and non-standard forms and multi-cultural varieties)
- the ways in which, over time, language changes in vocabulary, pronunciation and structure
- the names and uses of the main word classes
- the names and uses of the basic syntactic units
- the more commonly used conventions of written language

Candidates should also possess:

- a basic critical terminology for discussing prose, poetry and drama with regard to genres and conventions
- a basic critical terminology for discussing the products of the mass media
- a basic 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 basic 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 will have its place when, for example, introducing a text, modelling different writing forms, 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, supported by the teacher or lecturer, will encourage the increasing independence which the course seeks to foster.

National Course Specification: course details (cont)

COURSE English and Communication (Intermediate 1)

Support

As teachers and lecturers prepare their candidates to meet the requirements of the outcomes they may continue to make use of the full range of support strategies, including modelling, providing planning and writing structures, indicating and helping candidates remedy their mistakes and assisting with editing procedures. 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 English and Communication: Specialist Study – Oral Communication (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 topics and 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 texts. Here, and throughout the course, candidates 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. Prompt sheets – provided either by the teacher or the candidate – 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 basic 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.

National Course Specification: course details (cont)

COURSE English and Communication (Intermediate 1)

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.

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 also 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 of 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 in taking account of candidates' needs and their particular situations.

National Course Specification: course details (cont)

COURSE English and Communication (Intermediate 1)

Balance

In the course there should be a balance of the following:

- the acquisition and application of basic 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
- 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, for example from Standard Grade Foundation or Access 3 to Intermediate 1, should be evident in the form of an enhanced demand in the level of difficulty of texts and in the length and quality of writing. The level of demand for unit achievement at each level is indicated in the performance criteria, evidence requirements and support notes. 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.

Time

The structure of the assessment system and its relative weightings offers guidance as to the allocation of time which might be given to different components of the course, but the teacher's decision will also be influenced by the needs, abilities and interests of the group.

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 documents 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	English and Communication: Language Study (Intermediate 1)
NUMBER	D208 10
COURSE	English and Communication (Intermediate 1)

SUMMARY

While each unit in the Intermediate 1 course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the English and Communication: Language Study unit focuses on writing of different kinds and on reading for writing. Candidates will read and learn about a wide variety of texts whose purposes are informative, expressive and creative/imaginative. Competence in reading will be required as texts are studied and evaluated for information, for meaning and as models of writing.

English and Communication: Language Study is a mandatory component unit of the Intermediate 1 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 in English or in English and Communication: Language Study (Acc 3).

The content of the unit comprises:

- the skills 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 required for reading informational and literary texts and for gaining access to information technologies
- the skills required for individual talk, discussion and listening

OUTCOMES

- 1 Understand, analyse and evaluate non-fiction print text which conveys basic information.
- 2 Compose a piece of writing in a particular genre.

Administrative Information

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National Unit Specification: general information (cont)

UNIT English and Communication: Language Study (Intermediate 1)

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 Foundation level
- Access 3 English and Communication units

CREDIT VALUE

1 credit at Intermediate 1.

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 Int 1

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 English and Communication: Language Study (Intermediate 1)

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 basic information.

Performance criteria

Understanding

Responses demonstrate understanding of the major and minor points of the text and give basic explanation of their relationships

Analysis

Responses give some explanation of ways in which aspects of structure, style and language contribute to the meaning/effect/impact.

Evaluation

Comment is made on the effectiveness of the text which shows awareness of the writer's purpose(s) and is supported by appropriate reference to the text.

Evidence requirements

Written or spoken responses to unseen questions on an unseen non-fiction text which conveys basic 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 detailed information and ideas at a basic level (content which is largely factual and conveys a clear stance); vocabulary which is accessible, yet demanding; sentence structure which is varied; a number of key ideas or facts presented in detail; straightforward layout; word choice and degree of formality which is appropriate to the particular form of writing.

OUTCOME 2

Compose a piece of writing in a particular genre.

Performance criteria

Content

Content is mainly relevant and appropriate for purpose and audience; there is an attempt to develop a number of ideas/points of information.

National Unit Specification: statement of standards (cont)

UNIT English and Communication: Language Study (Intermediate 1)

Structure

There is a degree of organisation of content and a straightforward structure which is in the main appropriate for purpose, audience and genre.

Expression

Some use of basic techniques relevant to the genre, mainly accurate choice of words and some variety of sentence structures indicate an attempt to adopt an appropriate tone and convey a point of view.

Technical Accuracy

Spelling, syntax and punctuation are mainly 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 300 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 returned 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 some 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.

National Unit Specification: statement of standards (cont)

UNIT English and Communication: Language Study (Intermediate 1)

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. Point of view, in a piece of creative writing may be representative (eg, a character's or narrator's).

Report

The report must contain a relevant selection of basic information drawn from at least three sources. In order to meet the requirements of the performance criteria, material drawn from sources must be recast and paraphrased appropriately for purpose.

The report must achieve a specified purpose.

The writer's point of view and tone will depend on the nature of the purpose. It is likely in many cases that the point of view attempted will be one of detached objective presentation of information or use of evidence to draw a conclusion; and the appropriate tone sought is likely to be impersonal or formal.

National Unit Specification: support notes: summary

UNIT English and Communication: Language Study (Intermediate 1)

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 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
- simple but detailed reports
- brief factual articles from journalistic texts
- brief news articles and broadcast news items/reports
- short factual broadcasts or extracts from an extended documentary
- extracts from accessible feature articles and documentaries dealing with different points of view
- persuasive texts including advertisements
- biography and autobiography
- letters and extracts from memoirs
- interviews and discussions with others
- literary texts from different genres

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

- recognising and using different writing skills/purposes
- recognising and using different reading skills/purposes
- deploying different research techniques
- keeping records
- identifying sources
- creating banks of information
- evaluating sources/texts
- collating information/ideas
- identifying points of view
- examining and using persuasive techniques
- creative writing workshops
- examining model texts and structures
- using literary and linguistic devices and techniques
- constructing different forms
- examining and using different questioning techniques
- individual and collaborative talk on topics which are familiar

Outcomes

- 1 Understand, analyse and evaluate non-fiction print text which conveys basic information.
- 2 Compose a piece of writing in a particular genre.

National Unit Specification: support notes

UNIT English and Communication: Language Study (Intermediate 1)

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 Intermediate 1 course or another grouping of units, it will be possible to teach and assess oral 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 basic 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, letters, essays); accessible broadsheet newspapers; 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 or 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 in both selection of text and 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.

National Unit Specification: support notes (cont)

UNIT English and Communication: Language Study (Intermediate 1)

The texts chosen for summative assessment purposes must contain a number of major and minor points and several sets of information. There must be a discernible purpose and the conventions of the type of text should be identifiable. Local newspapers and several of the tabloids are likely to yield suitable material for summative purposes. It is also likely that some of the simpler articles from broadsheet newspapers could be appropriate. General readership and special interest or hobby magazines and vocational interest newsletters which assume some prior knowledge or understanding of specialised vocabulary may offer source materials.

At this level the internal structure of the material will be straightforward and the text may be complemented by graphics and photographs. The text will be characterised by content which communicates detailed information and ideas at a basic level (content which is largely factual and conveys a clear stance); vocabulary which is accessible, yet demanding; sentence structure which is varied; a number of key ideas or facts presented in detail; straightforward layout; word choice and degree of formality which are appropriate to the particular form of writing.

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 for a specified purpose

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.

National Unit Specification: support notes (cont)

UNIT English and Communication: Language Study (Intermediate 1)

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 thoughtful in tone and convey a sense of the writer's personality

The personal reflective essay at Intermediate 1 may simply give an account of an experience, with some description of thoughts, feelings and reactions, although candidates should be encouraged to reflect on their experience and consider possible links with other experiences.

The main requirements of the **persuasive** essay are that it will:

- carry a sense of conviction, commitment or belief by use of tone
- attempt to use persuasive techniques, such as assertion, statement of need, plea, use of 'emotive' words

The main requirements of the **argumentative** essay are that it will:

- communicate a line of argument
- present two sides of an argument (or more, if applicable)
- attempt to convey an argumentative tone which is measured, reasonable and yet carries personal conviction
- attempt to communicate to the reader a sense that the writer has a clear line of thought which leads to a reasonable conclusion
- make use of argumentative techniques such as comparison, contrast, 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, gender issues, homelessness

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, personal involvement (as appropriate), the place of significant detail and the use of examples and illustrations to clarify ideas.

National Unit Specification: support notes (cont)

UNIT English and Communication: Language Study (Intermediate 1)

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.

The genre specification is as follows:

- a piece of prose fiction (eg a short story, episode from a novel)
- a poem or set of thematically linked poems
- a dramatic script (eg 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 narrative development, centred on identifiable characters and leading to some kind of denouement
- an opening, setting the scene, introducing the characters; a development, expanding knowledge of predicament or situation; a conclusion
- a shaping of content and theme
- a structure and form appropriate to the fiction
- an appropriate use of dialogue
- the adoption of a particular tone

The writer of fiction may exploit topics and themes from an unlimited range. Candidates 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

National Unit Specification: support notes (cont)

UNIT English and Communication: Language Study (Intermediate 1)

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
- a 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

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 encouraged 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 show an awareness of script notes on non-verbal communication – tone, gestures, body language – as well as indicating stage directions, special effects and other production notes related to dramatic realisation
- 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 some familiarity with the requirements of script layout and presentation

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

- an event, a situation, a relationship
- an argument, a conflict, a misunderstanding

National Unit Specification: support notes (cont)

UNIT English and Communication: Language Study (Intermediate 1)

- 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 purpose of the report will be specified by the teacher or lecturer. The teacher or lecturer will provide support, guidance, exemplars and task management advice especially where the candidate is unfamiliar with the conventions and forms of report writing.

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

- print sources including text books/reference books, journalism, feature articles, letters, memoranda, other accessible 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, film
- databases

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

It is important to note that, in the context of the report, the nature of the information will be straightforward, without sophistication of analysis. The information may be gathered by the teacher or lecturer into appropriate topic packs. Where specialised vocabulary is used it will be accessible to the candidate because of prior knowledge of or particular interest in the subject.

The writing should have a clear structure and should be presented in a logical order. Where the convention of headings is used there will be obvious separation of the constituent sets of information to match the headings.

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.

National Unit Specification: support notes (cont)

UNIT English and Communication: Language Study (Intermediate 1)

The subject 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 have to be completed, however, in the controlled conditions which pertain in this unit and 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 for 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 by a process of supervision which monitors candidate progress through the stages specified in evidence requirements. Although only the final versions 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	English and Communication: Literary Study (Intermediate 1)
NUMBER	D209 10
COURSE	English and Communication (Intermediate 1)

SUMMARY

While each unit in the Intermediate 1 course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the English and Communication: Literary Study unit focuses on the reading of literature and on responding to that reading. Candidates will read and learn about a variety of literary texts. 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 which are easily accessible. 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.

English and Communication: Literary Study is a mandatory component unit of the Intermediate 1 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 in English or in English and Communication: Literary Study (Acc 3).

The content of the unit comprises:

- the skills required for reading and responding to literary texts, including both close reading and response to texts
- the skills required for writing about texts
- the skills required for individual talk and group discussion

OUTCOME

Respond to imaginative text(s).

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National Unit Specification: general information (cont)

UNIT English and Communication: Literary Study (Intermediate 1)

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 Foundation level
- Access 3 English and Communication units

CREDIT VALUE

1 credit at Intermediate 1.

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 English and Communication: Literary Study (Intermediate 1)

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 to imaginative text(s).

Performance criteria

Understanding

The response demonstrates understanding of the main point(s) of the text(s) through some reference to relevant areas of content.

Analysis

The response describes some of the more obvious ways in which aspects of structure/style/language contribute to meaning/effect/impact.

Evaluation

The response contains a stated or implied personal reaction to the content or style of the text(s) supported by some textual reference.

Expression

Language conveys meaning clearly and a generally relevant line of thought is discernible; spelling, syntax and punctuation are mainly accurate.

Evidence requirements

Two responses, each in answer to an unseen question on (a) previously studied text(s), but without access to the text(s) during the writing of the response.

Each response must be written in the presenting centre under supervision.

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

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

- prose (novel, short story, autobiography)
- poetry
- drama
- mass media

Texts for **each** of the two responses must be drawn from a different genre.

One of the responses must be to a Scottish text. A definition of Scottish texts appears in the Subject Guide.

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

National Unit Specification: support notes: summary

UNIT English and Communication: Literary Study (Intermediate 1)

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 study and respond to texts drawn from at least two of the following four genres:

- prose (novel(s), short story(ies) 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
- group discussion and presentation of ideas about texts
- discussing different approaches to and ideas about texts with teachers/lecturers and peers
- exploring the insights and judgements of others
- acquiring awareness of literary concepts through direct teaching
- examining literary devices and effects through exploration of texts
- witnessing performance(s)

Outcome

Respond to imaginative text(s).

Candidates will develop reading skills which will be applied to different texts through responses (on **two** occasions and to texts from different genres).

National Unit Specification: support notes (cont)

UNIT English and Communication: Literary Study (Intermediate 1)

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 Intermediate 1 course or another grouping of units, it will be possible to teach and assess oral 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 Unit 2 study.

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 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 responses for assessment must be drawn from a different genre.

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

National Unit Specification: support notes (cont)

UNIT English and Communication: Literary Study (Intermediate 1)

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.

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 responses). There may also be progression to analysis of “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 usefully cross 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

National Unit Specification: support notes (cont)

UNIT English and Communication: Literary Study (Intermediate 1)

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	English and Communication: Individual Presentation (Intermediate 1)
NUMBER	D210 10
COURSE	English and Communication (Intermediate 1)

SUMMARY

While each unit in the Intermediate 1 course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the English and Communication: Individual Presentation unit 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 as candidates talk for transactional and expressive purposes and interact with an audience.

English and Communication: Individual Presentation is an optional component unit of the Intermediate 1 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 in English or in English and Communication: Individual Presentation (Acc 3).

The content of the unit comprises:

- the skills required for individual talk and discussion; skills will be deployed in talking about issues, interests, ideas and texts
- the skills required for reading and researching topics and texts
- the skills required for writing notes and plans
- knowledge of a range of oral and aural skills relevant to unit study.

Candidates cannot select both this unit and Unit 4C: English and Communication: Specialist Study – Oral Communication as component units of an Intermediate 1 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.

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National Unit Specification: general information (cont)

UNIT English and Communication:
Individual Presentation (Intermediate 1)

OUTCOME

Deliver an oral presentation.

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 Foundation level
- Access 3 English and Communication units

CREDIT VALUE

0.5 credit at Intermediate 1.

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 Int 1

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 English and Communication: Individual Presentation (Intermediate 1)

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 mainly relevant and appropriate for purpose and audience; and there is an attempt to develop a number of ideas/points of information.

Structure

There is a degree of organisation of content and a straightforward structure which is in the main appropriate for purpose and audience.

Expression

Audible delivery and some use of verbal and non-verbal techniques indicate an attempt to adopt an appropriate tone and convey a point of view.

Interaction with Audience

Some awareness is shown of the requirements and reactions of the audience and some attempt is made to deal with questions relevantly.

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 3 minutes and take place under supervision in the presenting centre to an audience of no fewer than two people.

Its nature must be such that all the criteria can be met, including those relating to point of view 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 the information should accompany the form of evidence.

National Unit Specification: support notes

UNIT English and Communication: Individual Presentation (Intermediate 1)

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 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.

The candidate will compose, deliver, contribute to, watch, listen to, discuss and evaluate a selection from such texts as:

- individual speeches and presentations
- broadcast communications (news, documentary, debate, advertisement)
- group discussions
- those which form the focus of literary and language study in other units.

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

- planning and constructing oral communications for specified purposes and audiences
- rehearsing and delivering oral communications for specified purposes and audiences
- making an oral presentation about a text or an aspect of a text or topic
- contributing constructively to group discussion of topics or texts
- watching and/or listening to a range of oral presentations, debates, speeches, interviews and group discussions
- analysing a range of oral presentations (for example, debates, speeches, interviews, group discussions, broadcasts).

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 Intermediate 1 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 (cont)

UNIT English and Communication: Individual Presentation (Intermediate 1)

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 an Intermediate 1 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 an Intermediate 1 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 their progress;
- feedback from the teacher/lecturer and/or other candidates.

Good practice suggests that the best approaches are for the teacher to:

- share the criteria for a successful presentation with the candidate
- focus – during the teaching and formative phases – normally on no more than two aspects for improvement on any one occasion
- provide and study with the class models of good and poor presentations, sometimes, if possible, their own
- encourage candidates to choose personal experience of part-time work, hobbies, interests, particular literary or arts interests, sporting and other abilities
- 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

Models may be derived from such sources as:

- news bulletins/features, extracts from broadcasts and reports
- schools and Further Education broadcast programmes
- training videos
- documentary or factual magazine programmes from television and radio
- extracts from current affairs or discussion broadcasts
- 'live' presentations, guest speakers, dialogues or debates

Where appropriate, candidates should be encouraged to use the following:

- prompt cards
- some illustrative material/overheads/handouts (if appropriate)

The presentation may be made in Scots.

National Unit Specification: support notes (cont)

UNIT English and Communication:
 Individual Presentation (Intermediate 1)

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	English and Communication: Group Discussion (Intermediate 1)
NUMBER	D211 10
COURSE	English and Communication (Intermediate 1)

SUMMARY

While each unit in the Intermediate 1 course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the English and Communication: 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 as candidates talk for transactional and expressive purposes and interact within a group.

English and Communication: Group Discussion is an optional component unit of the Intermediate 1 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 in English or in English and Communication: Group Discussion (Acc 3).

The content of the unit comprises:

- the skills required for individual talk and discussion; skills will be deployed in talking about issues, interests, ideas and texts
- the skills required for reading and researching topics and texts
- the skills required for writing notes and plans
- knowledge of a range of oral and aural skills relevant to unit study

OUTCOME

Participate in group discussion.

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National Unit Specification: general information (cont)

UNIT English and Communication: Group Discussion (Intermediate 1)

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 Foundation level
- Access 3 English and Communication units

CREDIT VALUE

0.5 credit at Intermediate 1.

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 Int 1

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 English and Communication: Group Discussion (Intermediate 1)

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 some attention to purpose by including some relevant content, with occasional supporting detail/evidence.

Expression

Contributions are mostly audible and clear and indicate an attempt to adapt verbal and non-verbal techniques as appropriate to purpose and audience.

Response to Other Points of View

Contributions take account of what others say and show some ability to relate appropriately to other members of the group.

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 three 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

UNIT English and Communication: Group Discussion (Intermediate 1)

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 20 hours.

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

The candidate will compose, deliver, contribute to, watch, listen to, discuss and evaluate a selection from such texts as:

- individual speeches and presentations
- broadcast communications (news, documentary, debate, advertisement)
- group discussions
- those which form the focus of literary and language study in other units

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

- planning and constructing oral communications for specified purposes and audiences
- rehearsing and delivering oral communications for specified purposes and audiences
- making an oral presentation about a text or an aspect of a text or topic
- contributing constructively to group discussion of topics or texts
- watching and/or listening to a range of oral presentations, debates, speeches, interviews and group discussions
- analysing a range of oral presentations (for example, debates, speeches, interviews, group discussions, broadcasts)

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 Intermediate 1 English and Communication course

The assessment of the candidate's participation in group discussion may take place in the context(s) of one or more units.

National Unit Specification: support notes (cont)

UNIT English and Communication: Group Discussion (Intermediate 1)

GUIDANCE ON CONTENT AND CONTEXT

The summary table gives indication of content and context. The nature of the content and context for this unit will differ according to whether the unit is to be taught as a free-standing unit or as part of an Intermediate 1 course.

If this 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 an Intermediate 1 course 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/or 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 at least 3 people.

The discussion may be 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.

National Unit Specification: support notes (cont)

UNIT English and Communication: Group Discussion (Intermediate 1)

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	English and Communication: Critical Listening (Intermediate 1)
NUMBER	D212 10
COURSE	English and Communication (Intermediate 1)

SUMMARY

While each unit in the Intermediate 1 course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the English and Communication: Critical Listening unit focuses on talking and listening skills. Candidates will view/listen to and evaluate a range of oral communications. A range of skills will be developed and increasing levels of ability will be required as candidates respond critically to observed communications.

English and Communication: Critical Listening is an optional component unit of the Intermediate 1 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 in English or in English and Communication: Critical Listening (Acc 3).

The content of the unit comprises:

- the skills 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 required for reading and researching topics and texts
- the skills required for writing notes, plans and evaluations
- knowledge of a range of oral and aural skills relevant to unit study

OUTCOME

Listen to simple but detailed oral communication and respond critically to it.

Administrative Information

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National Unit Specification: general information (cont)

UNIT English and Communication: Critical Listening (Intermediate 1)

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 Foundation level
- Access 3 English and Communication units

CREDIT VALUE

0.5 credit at Intermediate 1.

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 English and Communication: Critical Listening (Interpretation 1)

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 simple but detailed oral communication and respond critically to it.

Performance criteria

Understanding

Responses demonstrate understanding of the main points of the observed communication and some of its relevant features.

Analysis

Responses describe some of the more obvious ways in which aspects of verbal and non-verbal technique contribute to meaning/effect/impact.

Evaluation

Responses contain a stated or implied reaction to the content or style of the observed communication which shows awareness of its purpose and is supported by some appropriate reference to the text.

Evidence requirements

Written or spoken responses to unseen questions on an unseen simple but detailed 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 basic information, ideas and opinions in a straightforward, but sometimes detailed manner.

National Unit Specification: support notes

UNIT English and Communication: Critical Listening (Intermediate 1)

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 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.

The candidate will watch, listen to, examine, discuss and evaluate a selection from such texts as:

- individual speeches and presentations
- broadcast communications (news, documentary, debate, advertisement)
- group discussions
- those which form the focus of literary and language study in other units

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

- planning and constructing oral communications for specified purposes and audiences
- rehearsing and delivering oral communications for specified purposes and audiences
- making an oral presentation about a text or an aspect of a text or topic
- contributing constructively and purposefully to group discussion of topics or texts
- watching and/or listening to a range of oral presentations, debates, speeches, interviews and group discussions
- examining and responding critically to a range of oral presentations (for example, debates, speeches, interviews, group discussions, broadcasts)

Outcome

Listen to simple but detailed 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 any unit of the Intermediate 1 English and Communication course

The assessment of critical listening may take place in the context(s) of one or more units.

National Unit Specification: support notes (cont)

UNIT English and Communication: Critical Listening (Intermediate 1)

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 an Intermediate 1 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 an Intermediate I 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 teachers/lecturers and/or other candidates.

The support notes offered in relation to English and Communication: Individual Presentation and English and Communication: 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 and aural 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 in studying for this outcome. The candidate 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 teachers/lecturers 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 English and Communication: Critical Listening (Intermediate 1)

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 of 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)

National Unit Specification: support notes (cont)

UNIT English and Communication: Critical Listening (Intermediate 1)

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 simple but detailed 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	English and Communication: Specialist Study – Language (Intermediate 1)
NUMBER	D214 10
COURSE	English and Communication (Intermediate 1)

SUMMARY

While each unit in the Intermediate 1 course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the English and Communication: Specialist Study – Language unit focuses on an area of personal interest and the development of knowledge and insights into aspects of language related to the chosen area of interest. Reading, writing, talking and listening skills will be required. The Specialist Study requires an ability to develop a personal point of view in a piece of extended writing.

English and Communication: Specialist Study – Language is an optional component unit of the Intermediate 1 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 (Acc 3).

The content of the unit comprises:

- the skills required for investigating the language of a topic, including close reading of source and background texts
- the skills required for writing about the language of a chosen topic
- the skills required for individual talk, discussion and listening

OUTCOME

Investigate an aspect of language in a topic of personal interest.

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National Unit Specification: general information (cont)

UNIT English and Communication:
Specialist Study – Language (Intermediate 1)

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 Foundation level
- Access 3 English and Communication units

CREDIT VALUE

0.5 credit at Intermediate 1.

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 English and Communication: Specialist Study – Language (Intermediate 1)

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 an aspect of language in a topic of personal interest.

Performance criteria

Understanding

In relation to the aspect(s) nominated for study, the investigation demonstrates understanding of some of the characteristic features of language use.

Analysis

The investigation describes some of the more obvious ways in which characteristic features of the nominated aspect(s) of language use contribute to meaning/effect/ impact (as appropriate).

Evaluation

The investigation contains a stated or implied personal reaction to the nominated aspect(s) of language use, supported by some appropriate evidence.

Expression

Language conveys meaning clearly and a generally relevant line of thought is discernible; spelling, syntax and punctuation are mainly accurate.

Evidence requirements

A piece of writing in which the candidate, in fulfilment of a stated intention, reports on an investigation into one or more than one aspect of language in a topic of personal interest not taught in class.

The investigation will be a minimum of 500 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

UNIT English and Communication: Specialist Study – Language (Intermediate 1)

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 20 hours.

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

The candidate will identify and investigate one or more aspects of language in a topic of interest such as:

- personal
- local
- vocational

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

- examining and using different writing skills and purposes
- deploying different research techniques
- identifying sources
- creating banks of information
- evaluating sources/texts
- organising 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 an aspect of language in a topic of personal interest.

The candidate will produce an extended piece of writing of a minimum of 500 words in which he or she reports on an investigation of the language of a chosen topic.

National Unit Specification: support notes (cont)

UNIT English and Communication: Specialist Study – Language (Intermediate 1)

GUIDANCE ON CONTENT AND CONTEXT

The summary tables give indication of content and context. Opportunities for talking and listening activities will arise as candidates pursue Specialist Studies. Where Oral/Aural Communication (Unit 3) features as part of an integrated Intermediate 1 course or another grouping of units, it will be possible to teach and assess oral skills in the context of Specialist Studies.

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 a chosen 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 topics or issues. They should be encouraged to focus on material which they regard as stimulating.

Candidates should be advised to aim for a detailed study of only one or two aspects of the language topic. 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. It is worth stressing that the more specific the chosen task, the more productive the Specialist Study tends to be. Guidelines, 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
- 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 English and Communication: Specialist Study: Language (Intermediate 1)

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 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 language of a hobby or interest
- the language of a cause
- the ways in which people use language
- the ways in which children learn and use language
- personal use of register and dialect
- the use of dialect in a specific locality
- specialist use of language in vocational areas, for example, engineering, education, hospitality, care, information technology, management and sport

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. Exemplars or joint class projects may be helpful at this stage
- 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 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 and lecturers should look closely at the first draft it should be made clear that although the teacher or lecturer may indicate errors, he or she should not supply ideas or 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 the topic
- identification and provision by the teacher or 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 English and Communication:
Specialist Study – Language (Intermediate 1)

GUIDANCE ON APPROACHES TO ASSESSMENT

The piece of extended writing produced to achieve the outcome for English and Communication: Specialist Study – Language must be a minimum of 500 words in length.

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. 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	English and Communication: Specialist Study – Literature (Intermediate 1)
NUMBER	D213 10
COURSE	English and Communication (Intermediate 1)

SUMMARY

While each unit in the Intermediate 1 course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the English and Communication: Specialist Study – Literature unit focuses on reading literary texts and responding 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 a personal point of view in an extended piece of writing.

English and Communication: Specialist Study – Literature is an optional component unit of the Intermediate 1 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 in English or in Specialist Study: Literature (Acc 3).

The content of the unit comprises:

- the skills required for reading and responding to literary text(s)
- the skills required for writing about a chosen literary text
- the skills required for individual talk and discussion

OUTCOME

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

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National Unit Specification: general information (cont)

UNIT English and Communication:
Specialist Study – Literature (Intermediate 1)

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 Foundation level
- Access 3 English and Communication units

CREDIT VALUE

0.5 credit at Intermediate 1.

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 English and Communication: Specialist Study – Literature (Intermediate 1)

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 understanding of the main point(s) of the text(s) through some reference to relevant areas of content.

Analysis

The review describes some of the more obvious ways in which aspects of structure/style/language contribute to meaning/effect/impact.

Evaluation

The review contains a stated or implied personal reaction to the content or style of the text(s), supported by some textual reference.

Expression

Language conveys meaning clearly and a generally relevant line of thought is discernible; spelling, syntax and punctuation are mainly accurate.

Evidence requirements

A piece of writing in which the candidate, in fulfilment of a stated intention, reviews critically one or more than one aspect of (a) chosen text(s) not taught in class.

The review must be a minimum of 500 words in length.

The Specialist Study must be unassisted and produced under supervision which guarantees authenticity through a process requiring candidates 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.

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

A radio, film or TV script may not be used as the **primary** text for Unit 4B: English and Communication: Specialist Study – Literature. Unit 2: English and Communication: Literary Study makes provision for the study of mass media texts.

National Unit Specification: support notes

UNIT English and Communication: Specialist Study – Literature (Intermediate 1)

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 20 hours.

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

The candidate will select, study and/or respond to text(s) of his or her own choice drawn from the following categories:

- imaginative
- journalistic
- biographical
- group of texts treating a topical issue/event

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

- personal study of text(s)
- examining literary devices and effects
- examining different approaches to and ideas about text(s) with the teacher or lecturer and peers
- exploring the insights and judgements of others
- acquiring awareness of critical concepts through direct teaching
- deploying different research techniques
- organising information and ideas
- establishing a point of view
- understanding and analysing different writing skills and purposes

Outcome

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

The candidate will produce an extended piece of writing of a minimum of 500 words in which he or she reviews critically the chosen text(s).

National Unit Specification: support notes (cont)

UNIT English and Communication:
Specialist Study – Literature (Intermediate 1)

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 Intermediate 1 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 a detailed study of only one or two aspects of the text(s). The close evaluation of a specific area – such as a Review which considers the role of a character in a play – could be more successful than the portmanteau piece which attempts, within the word limit, to cover sketchily an entire play. The best Reviews generally set out to prove a point. It is helpful to candidates if the structure of the Review is made clear. It is worth stressing that the more specific the chosen task, the more productive the Specialist Study tends to be. Guidelines 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
- 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 English and Communication: Specialist Study – Literature (Intermediate 1)

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 selection of short stories
- a selection of short stories related or contrasted by theme
- a novel
- comparison of a novel or novels, short story or short stories with stage/film/TV/radio versions
- a selection of poems
- a selection of poems related or contrasted by theme or style
- a drama text
- 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. Exemplars or joint class projects may be helpful at this stage
- 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 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 although the teacher may indicate errors, he or she should not supply ideas or 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/lecturer of themes or approaches to the specific text(s)
- the provision of notes, detailed models or analyses of texts chosen

National Unit Specification: support notes (cont)

UNIT English and Communication:
Specialist Study – Literature (Intermediate 1)

GUIDANCE ON APPROACHES TO ASSESSMENT

The piece of extended writing produced to achieve the outcome for Unit 4A English and Communication: Specialist Study – Literature must be a minimum of 500 words in length.

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 text(s) for literary study in consultation with the supervising teacher who will advise on its 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 or been the subject of class or group discussion. 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.**

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	English and Communication: Specialist Study – Oral Communication (Intermediate 1)
NUMBER	D215 10
COURSE	English and Communication (Intermediate 1)

SUMMARY

While each unit in the Intermediate 1 course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the English and Communication: Specialist Study – Oral Communication unit focuses on an aspect of oral communication and the development of knowledge and insight into the chosen topic. 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 study. Reading, writing, talking and listening skills will be required. The English and Communication: Specialist Study – Oral Communication requires an ability to develop a personal point of view in an oral presentation.

English and Communication: Specialist Study – Oral Communication is an optional component unit of the Intermediate 1 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 in English or in English and Communication: Specialist Study – Oral Communication (Acc 3).

The content of the unit comprises:

- the skills required for investigating an area of oral communication, including close reading of and listening to source materials
- the skills required for oral presentation on a chosen aspect of oral communication
- the skills required for discussion and listening

Candidates cannot select both this unit and Unit 3A: English and Communication: Individual Presentation as component units of an Intermediate 1 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

Analyse a selected aspect of oral communication.

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National Unit Specification: general information (cont)

UNIT English and Communication:
Specialist Study – Oral Communication (Intermediate 1)

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 Foundation level
- Access 3 English and Communication units

CREDIT VALUE

0.5 credit at Intermediate 1.

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 Int 1

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 English and Communication: Specialist Study – Oral Communication (Intermediate 1)

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 understanding of some of the characteristic features of oral communication.

Analysis

The analysis describes some of the more obvious ways in which characteristics of the nominated aspects of oral communication contribute to meaning/effort/impact (as appropriate).

Evaluation

The analysis contains a stated or implied personal reaction to the nominated aspect(s) of oral communication supported by some appropriate evidence.

Expression

Audible delivery and some use of verbal and non-verbal techniques indicate an attempt to convey a point of view and show awareness of audience requirements and reactions; there is some attempt to respond relevantly to questions.

Evidence requirements

A presentation in which the candidate, in fulfilment of a stated intention, delivers an analysis of one or more than one nominated aspect of oral communication not taught in class.

The presentation must last at least 6 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

UNIT English and Communication: Specialist Study – Oral Communication (Intermediate 1)

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 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 and investigate an aspect of oral communication such as:

- form
- technique
- context

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

- examining and using different talking and listening skills and purposes
- using different writing skills and purposes
- deploying different research techniques
- identifying sources
- evaluating sources/texts
- organising information and ideas
- exploring the insights and judgements of others
- acquiring critical concepts and awareness of concepts through direct teaching
- watching and analysing a range of oral communications
- planning, constructing, rehearsing and delivering oral presentations

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 at least 6 minutes and will be made to an audience of no fewer than four people.

National Unit Specification: support notes (cont)

UNIT English and Communication: Specialist Study – Oral Communication (Intermediate 1)

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 Intermediate 1 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 a detailed study of only one or two aspects of the oral communication topic. The Analysis which investigates voice-over techniques in advertising, for example, could be more successful than the portmanteau piece which attempts within the word limit to cover sketchily the full repertoire of sales pitch. 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. It is worth stressing that the more specific the chosen task, the more productive the Specialist Study tends to be. Guidelines should be offered therefore, 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 English and Communication: Specialist Study – Oral Communication (Intermediate 1)

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
- 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)

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. Exemplars or joint class projects may be helpful at this stage
- 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. Reporting sessions will allow other candidates to learn from the experience of classmates. The teacher or lecturer should ask searching questions, and the candidate should be encouraged to offer reasons for his or her views on topics
- while it is obligatory that teachers or lecturers should look closely at the rehearsal, it should be made clear that although they may indicate errors, they should not supply ideas or 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 English and Communication: Specialist Study – Oral Communication (Intermediate 1)

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/lecturer of themes or approaches to the specific aspect chosen by the candidate
- the provision of notes, detailed models, or analyses of the aspect chosen

GUIDANCE ON APPROACHES TO ASSESSMENT

The videotape produced to achieve the outcome for this unit must last at least 6 minutes and be made to an audience of no fewer than four people.

Where the Specialist Study is submitted for external course assessment candidates will be required to indicate its length on the Personal 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 aspect 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 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).