

National Unit Specification: general information

UNIT	English: Language Study (Access 2)
NUMBER	D8VH 08
CLUSTER	English and Communication (Access 2)

SUMMARY

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

The content of the unit comprises:

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

OUTCOMES

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

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

Administrative Information

Superclass:	KC
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National Unit Specification: general information (cont)

UNIT English and Communication: Language Study (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Additional core skills components for the unit	Written Communication Acc 2

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

National Unit Specification: statement of standards

UNIT English: Language Study (Access 2)

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

OUTCOME 1

Understand simple, brief non-fiction text.

Performance criteria

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

Evidence requirements

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

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

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

OUTCOME 2

Convey simple, brief factual information in writing.

Performance criteria

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

Evidence requirements

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

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

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

National Unit Specification: support notes: summary

UNIT English: Language Study (Access 2)

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

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

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

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

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

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

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

Outcomes

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

National Unit Specification: support notes (cont)

UNIT English: Language Study (Access 2)

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

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

Outcome 1

Understand simple, brief non-fiction text.

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

Outcome 2

Convey simple, brief factual information in writing.

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

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

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

Outcome 2

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

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

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

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

National Unit Specification: support notes (cont)

UNIT English: Language Study (Access 2)

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

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

GUIDANCE ON ASSESSMENT FOR THIS UNIT

Outcome 1

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

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

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

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

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

Outcome 2

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

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

National Unit Specification: support notes (cont)

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SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).