

## National Unit Specification: general information

<b>UNIT</b>	English: Language Study (Intermediate 2)
<b>NUMBER</b>	D8VH 11
<b>COURSE</b>	English (Intermediate 2)

### SUMMARY

While each unit in the Intermediate 2 course requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the 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. A high level of reading skill will be developed as texts are studied and evaluated for information, for meaning and as models of writing.

Language Study is a mandatory component unit of the Intermediate 2 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 Intermediate 1 English.

The content of the unit comprises:

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

### OUTCOMES

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

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### Administrative Information

<b>Superclass:</b>	KC
<b>Publication date:</b>	June 2002
<b>Source:</b>	Scottish Qualifications Authority 2002
<b>Version:</b>	01

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## **National Unit Specification: general information**

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

### **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 General level
- Intermediate 1 English.

### **CREDIT VALUE**

1 credit at Intermediate 2.

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None
<b>Core skills components for the unit</b>	Written Communication Intermediate 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 (Intermediate 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, analyse and evaluate non-fiction print text which conveys complex information.

##### **Performance criteria**

###### *Understanding*

Responses demonstrate understanding of significant ideas/information and supporting details, provide explanation of their relationships and extract the main points of the text (or part of the text).

###### *Analysis*

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

###### *Evaluation*

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

##### **Evidence requirements**

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

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

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

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

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

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

#### **OUTCOME 2**

Compose a piece of writing in a particular genre.

#### **Performance criteria**

##### *Content*

Content is relevant and appropriate for purpose and audience, reveals some depth and complexity of thought and some sustained development.

##### *Structure*

Structure takes account of purpose, audience and genre; content is sequenced and organised in ways which are mainly effective.

##### *Expression*

Competent use of techniques relevant to the genre and appropriate choice of words and sentence structures establish a style and tone which communicate a point of view/stance consistent with purpose and audience.

##### *Technical Accuracy*

Spelling, grammar and punctuation are consistently accurate.

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

#### **Evidence requirements**

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

The piece of writing, poetry excepted, must be at least 500 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 a system of 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 version.

Draft materials must be retained as evidence of authenticity.

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

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

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

#### *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.

#### *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.

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

#### *Report*

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

The writer's point of view and tone will depend on the nature of the remit: point of view is likely in many cases to be one of a detached, objective presentation of information or use of evidence to draw conclusions; and tone is likely to be impersonal and formal.

## National Unit Specification: support notes

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

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

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

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

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 of texts such as:**

- reference texts, including print and electronic texts
- reports, factual articles from journalistic texts
- news articles and broadcast news items/reports
- documentary broadcasts feature articles dealing with different points of view
- persuasive texts including advertisements
- biography and autobiography
- letters and memoirs
- literary texts from different genres.

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

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

##### **Outcomes**

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

The candidate will be assessed in close reading and produce a piece of writing of at least 500 words in length (poetry excepted).

## National Unit Specification: support notes (cont)

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

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

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

##### *Close Reading*

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.

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.

##### *Writing*

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:

- aim to interest or give pleasure, rather than simply convey information
- concern itself with, usually, a single idea, insight, experience
- be thoughtful in tone and convey a sense of the writer's personality
- reveal the thought processes of the writer.

The reflective essay at Intermediate 2 is **not** simply an account of an experience.

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

- carry a sense of conviction, commitment or belief by deliberate use of tone
- make use of persuasive techniques, such as manipulating information, claiming necessity/exclusivity, flattering, employing technical jargon/rhetoric.

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

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

## National Unit Specification: support notes (cont)

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

Candidates will choose their own topics for a piece of expressive writing in consultation with the supervising teacher or lecturer. Stimulus material for writing will come from a variety of sources similar to the range of texts suggested for close reading:

- 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, isolation, relationships, sport.

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

#### *Creative*

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

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

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

The genre specification is as follows:

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

## National Unit Specification: support notes (cont)

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

#### **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 capable of provoking a response in the reader
- an opening, setting the scene, introducing the characters/agents; a development, expanding our knowledge of predicament or situation; an effective conclusion
- careful selection of material and shaping of content and theme
- a link between parts; an avoidance of irrelevance or contradiction
- a structure, form and style appropriate to the fiction
- creation of mood and atmosphere by skilful use of language
- an appropriate use of dialogue, imagery
- the adoption of a particular stance or 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.

#### **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
- none of a poem's individual parts will seem unnecessary; its overall effect will be aesthetically pleasing.

## National Unit Specification: support notes (cont)

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

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

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

#### **A dramatic script (for example, scene, monologue, sketch)**

In creating a dramatic script, candidates should be able to demonstrate a range of specific skills that illustrate their understanding of the nature and potential of the genre. In particular, they should be able to:

- create characters who are credible, interesting and capable of provoking a response in the reader
- 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 place and time
- develop a central interest or theme
- produce a particular effect, mood or atmosphere
- present script in a format appropriate for its purpose – stage, television, radio
- convince the reader of the potential of the script for dramatic realisation in an appropriate medium, ensuring always that stage directions, technical effects and other production notes are directly linked to the action.

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

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

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

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

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

#### *Report*

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

## National Unit Specification: support notes (cont)

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

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

- texts (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, complexity relates to the nature of the information to be conveyed and not necessarily to the manner chosen to express the information. Often, complex information may be appropriately conveyed in complex language, particularly if the specified audience/reader is familiar with the topic under discussion or possesses a general linguistic sophistication that does not require the writer to make concessions to understanding. Equally, there may be occasions when the nature of the audience requires candidates to express complex information in language which is intentionally simple.

The writing should have an appropriate sequence and structure. At this level, it is reasonable to expect that the chosen structure should clearly identify the constituent aspects of the report and how they are linked.

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

The subject 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 FOR THIS UNIT**

#### *Close Reading*

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: Language Study (Intermediate 2)

The texts chosen for the assessment must be sufficiently demanding to allow the candidate to understand, analyse and evaluate to the standard required by the performance criteria and the evidence requirements.

A quality newspaper is likely to yield suitable material for summative purposes. As this level, the internal structure of the article should be noticeably complex. It is likely that sentence length will be varied for effect and emphasis. It is also likely that journalistic writing suitable for summative purposes will be characterised by a stylistic richness. There may indeed be an intentional discrepancy between a chosen style and the ostensible purpose of the writing: the writer may choose, for instance, to insert colloquialisms into a formal context to highlight the point being made. Overall scrutiny of the text may well reveal an attempt to manipulate the reader's response through irony, humour and other devices.

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

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

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

#### *Writing*

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.

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.

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

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

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 for moderation (if required), teachers/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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).