

# Draft National Unit Specification



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**Unit title:** English: Producing Language (Access 3)

**SCQF:** level 3 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to provide learners with the opportunity to develop writing and talking skills in familiar contexts. Learners develop the skills needed to create and produce simple language in both written and oral forms.

Learners who complete this Unit will be able to:

- 1 Produce simple written texts
- 2 Take part in simple spoken interactions

This Unit is a mandatory Unit of the Access 3 English Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Access 2 English and Communication Course or component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### 1 Produce simple written texts by:

- 1.1 Selecting simple ideas and content, using a simple format and structure for ideas and content
- 1.2 Applying knowledge of written language in terms of technical accuracy
- 1.3 Communicating simple meaning at first reading

### Outcome 2

The learner will:

#### 2 Take part in simple spoken interactions by:

- 2.1 Selecting simple ideas and content, using a simple format and structure for ideas and content
- 2.2 Applying knowledge of spoken language through features of audibility, intonation or register
- 2.3 Communicating simple meaning at first hearing
- 2.4 Using some simple aspects of non-verbal forms of communication

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Each language mode should be given equal weighting in assessment.

For this Unit, learners will be required to provide evidence of:

- ◆ at least two written texts using simple language
- ◆ at least two spoken interactions using simple language

Evidence should be gathered in combination with other Outcomes where possible, either from this Unit or in combination with the Outcomes from the Unit *English: Understanding Language*. Evidence may also be gathered for individual Outcomes where appropriate.

All Assessment Standards must be achieved in each piece of evidence.

Familiar contexts may be drawn from the study of language, literature or media.

Evidence of writing can be gathered from two or more sources, and can be presented in either written or digital form. Evidence of writing can include some of the following: reflection, ideas, opinion, argument or information.

Evidence of talking can include learners' interactions, such as conversations, discussions or presentations, and can be presented in either oral or digital form, such as a podcast. Evidence of talking can be gathered from two or more activities.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **4 Employability, enterprise and citizenship**

- 4.6 Citizenship

## **5 Thinking skills**

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** December 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: **[www.sqa.org.uk](http://www.sqa.org.uk)** to ensure they are using the most up-to-date version of the Unit Specification.