



Access 3 English

Draft National Course Specification



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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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Course outline

Course title: Access 3 English

SCQF: level 3 (18 SCQF credit points)

Course code: to be advised

Mandatory Units

English: Understanding Language (Access 3)	6 SCQF credit points
English: Producing Language (Access 3)	6 SCQF credit points
Literacy (Access 3)	6 SCQF credit points

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by 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 Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

Progression

This Course or its components may provide progression to:

- ◆ other qualifications in English or related areas
- ◆ further study, qualifications and/or training

Further details are provided in the Rationale section.

Equality and inclusion

This Course 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 *Course Support Notes*.

Rationale

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

Language and literacy are of personal, social and economic importance. Learners' ability to use language lies at the centre of the development and expression of their emotions, thinking, learning, and sense of personal identity.

The Course provides learners with the opportunity to: develop skills in listening and talking, reading, and writing, which are essential for learning, life and work; develop their ability to communicate their thoughts and feelings and respond to those of other people; and use different media effectively for learning and communication.

The Course also provides learners with the opportunity to: develop an understanding of how language works and use language to communicate ideas and information in English; use creative and critical thinking to synthesise ideas and arguments; develop critical literacy skills, personal, interpersonal and team working skills, and independent learning; and enhance their enjoyment and understanding of their own and other cultures.

The Course fosters an appreciation of language awareness, and of a wide range of literature and texts. This enables learners to access their own cultural heritage and history, as well as the culture and history of others.

The Course enables learners to understand and use vocabulary, word patterns, text structures and style. Learners recognise, analyse and use language for a range of purposes. Through this Course, learners develop the ability to understand and use language in practical and relevant contexts.

Learners encounter a range of different types of texts in different media. Building on the four capacities, the Course enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative. Learners develop an appreciation of Scotland's literary and linguistic heritage.

Purpose and aims of the Course

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening and talking, reading, and writing, in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to carry out new and more challenging tasks in a variety of situations.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- ◆ listen and talk, read, and write, as appropriate to purpose, audience and context
- ◆ understand, analyse and evaluate texts, as appropriate to purpose, audience and context
- ◆ create and produce texts, as appropriate to purpose, audience and context
- ◆ apply knowledge of language

Information about typical learners who might do the Course

The Course provides flexibility, personalisation and choice to enable learners to achieve in different ways and at a different pace.

The Course provides opportunities for learners to build on prior learning experienced in a broad general education or in English qualifications at a lower SCQF level.

The Course is designed to be accessible. The Units are organised by the receptive (listening and reading) and productive (talking and writing) skills of language.

The Course provides opportunities for vertical and lateral progression to National Courses, and to other SQA qualifications in English and other related fields.

Course structure and conditions of award

Course structure

This Course is made up of three mandatory Units. The Course provides learners with the opportunity to develop their listening and talking, reading, and writing skills in order to understand and use language. The three Units, taken together, include the four language skills of listening and talking, reading, and writing. The structure of the Units enables learners to focus on the skills required to understand and use language and to integrate listening and talking, reading, and writing skills across the Units. Each Unit also offers opportunities for learners to focus on particular skills.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

English: Understanding Language (Access 3)

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in familiar, everyday contexts. Learners develop the skills needed to understand, analyse and evaluate simple language, through the study of simple texts in language, literature and media contexts. At least one Scottish text should be studied.

English: Producing Language (Access 3)

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

Literacy (Access 3)

The purpose of this Unit is to develop the learners' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. Learners will develop the ability to understand and respond to ideas and information presented orally and in writing. Learners will also develop the ability to communicate ideas and information orally and in writing with sufficient technical accuracy.

Conditions of award

To achieve the Access 3 English Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

Access 3 Courses are not graded.

Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course will be given in the *Course Support Notes*. A broad overview of the subject skills, knowledge and understanding that will be covered in the Course is given in this section.

These include:

- ◆ listening and talking, reading, and writing skills, as appropriate to purpose and audience in familiar contexts using given criteria
- ◆ understanding, analysing and evaluating simple texts, as appropriate to purpose and audience in familiar, routine contexts
- ◆ creating and producing simple texts, as appropriate to purpose and audience in familiar, routine contexts, in order to organise and use vocabulary, word patterns, text structures and style
- ◆ using knowledge of simple language in listening and talking, reading, and writing

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Assessment

Further information about assessment for the Course will be included in the *Course Support Notes*.

Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

English: Understanding Language (Access 3)

Through the study of simple texts in language, literature and media, learners will use their listening and reading skills to provide evidence of analysis and evaluation, as appropriate to purpose and audience.

English: Producing Language (Access 3)

Learners will be required to provide evidence of their talking and writing skills to create and produce simple texts, as appropriate to purpose and audience. Learners will be required to demonstrate sufficient technical accuracy in written texts.

Literacy (Access 3)

Learners will be required to provide evidence of their listening, talking, reading, and writing skills in a variety of familiar routine forms relevant for learning, life and work. Reading and writing skills will be demonstrated using simple texts which are word-based and likely to be non-fiction. Learners will demonstrate their ability to express simple information and ideas through talk, either individually or as part of a group discussion. Learners will be required to demonstrate sufficient technical accuracy.

Exemplification of possible assessment approaches for these Units will be provided in the *National Assessment Resource*.

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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

Administrative information

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Superclass: to be advised

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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