SQA

National 4 English Course Support Notes

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 English Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Added Value Unit Specification*, and the Unit Specifications for the Units in the Course.

General guidance on the Course

Aims

National 4 English offers learners opportunities to develop and extend a wide range of skills, including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking. In particular, National 4 English aims to enable learners to develop the ability:

♦ listen and talk, read and write, as appropriate to purpose, audience and context
♦ understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language and media
♦ create and produce texts, as appropriate to purpose, audience and context
♦ plan and research, integrating and applying language skills, as appropriate to purpose, audience and context
♦ apply knowledge of language

Progression into this Course

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

♦ National 3 English Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

Experiences and outcomes
New National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

Learners who have completed Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to the *Added Value Unit Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course, as the Course assessment will be based on this:

♦ listening and talking, reading and writing skills, as appropriate to purpose and audience
♦ understanding, analysing and evaluating straightforward texts, as appropriate to purpose and audience in the contexts of literature, language and media
♦ creating and producing straightforward texts, as appropriate to purpose and audience in familiar contexts
♦ using knowledge of language

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).

Learners should also possess:

♦ a critical terminology for discussing prose, poetry, drama and speech with regard to genre and conventions
♦ a critical terminology for discussing the products of the mass media
♦ an understanding of what facilitates/prevents effective communication

Learners should be able to apply this knowledge in their own use of language and in understanding and responding to the language of others.

Progression from this Course

Progression from National 4 English includes opportunities for vertical and lateral progression to:

♦ National 5 English Course or relevant component Units
♦ Literacy (National 5) Unit
♦ National Certificates
♦ further education

and ultimately, for some, to employment.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

In the case of the National 4 English Course, there are important issues to address. While the National 4 English Course fits into a hierarchy with the National 5 English Course at the level above it, there are key structural differences between them.

The National 5 English Course has a two-Unit structure, comprising two core Units and the external Course assessment. The National 4 English Course has a four-Unit structure, comprising the two core Units, an Added Value Unit and a Literacy Unit.

National 3	National 4	National 5	Higher
Understanding Language	Analysis and Evaluation	Analysis and Evaluation	Analysis and Evaluation
Producing Language	Creation and Production	Creation and Production	Creation and Production
Literacy	Literacy		
	Added Value Unit — assignment	Course assessment	Course assessment

This structural difference affects the components. As the Courses are of equal credit rating, the core Units are of different volume: in National 5 English, they are worth 9 points, while in National 4 English they are worth 6 points.

This means that, while National 5 English and National 4 English are **broadly** in hierarchy, careful planning will be required in respect of the following issues:

♦ bi-level groups where learners follow Courses which lead to both National 4 English and National 5 English qualifications
♦ learners who start an National 5 English Course and are then judged better suited to National 4 English
♦ learners who start an National 4 English Course and are then judged better suited to National 5 English

Approaches to learning, teaching and assessment

Learners should be given the opportunity to build on prior learning and to increase their knowledge about English.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

There are opportunities to combine the learning and teaching of the Unit *English: Analysis and Evaluation* with the Unit *English: Creation and Production*.

Approaches to literature

Reading and listening skills: Learners should have the opportunity to study literature in the three genres — poetry, prose and drama — and have an understanding of character, setting, theme, key scene and episode. They should be able to analyse and evaluate the text using techniques appropriate to genre.

Writing and talking skills: Learners may respond to literary texts in a variety of ways: through discussion, critical essay; imaginative response, as in the form of a diary, blog, letter or newspaper article; transformation of genre, eg from prose to play or film script, poetry.

There may be opportunities for presentations on the text, eg from the point of view of a character.

Approaches to language

Language variation according to purpose as in the language of advertising
Writing and talking skills: Learners may engage in discussion and presentation of evaluation of advertising (print and non-print). They may be involved in creating and producing their own adverts and presenting these to an audience. This would enable them to develop their use of written and spoken conventions of the language of advertising, involving use of such techniques as persuasion, pun, alliteration, dialogue, dialect, jargon.

Reading and listening skills: Learners may undertake a range of activities including: reading print advertising (eg posters/magazine/newspaper advertising) or listening to television/radio/cinema advertising with a view to understanding the use of persuasion/bias/pun/alliteration and other advertising devices, such as the use of celebrities, music, colour, layout, slogan, graphics.

Learners may express their understanding, analysis and evaluation of texts by a range of means, including orally or in writing. There may be scope for personalisation and choice with regard to text and task; the study may contribute to the Added Value Unit.

Approaches to media
The use of multiple narratives in TV drama
Learners may undertake a range of activities focusing on media narrative, involving the study of a film or TV drama, costume drama, soap opera, comedy or documentary. Learners will focus here on narrative and consider key aspects and techniques such as: genre, audience, mise-en-scene, editing.

Learners may study the language and style of newspapers and consider: the differences between broadsheet and tabloid journalism; newspaper language; newspaper layout, purpose, audience and news values.

Other types of print media, such as websites and blogs, may be studied where learners will be able to focus on and evaluate: the suitability of the media to purpose; bias, persuasion and audience; genre and representation.

Learners may express their understanding, analysis and evaluation of texts by a range of means, orally or in writing. There may be scope for personalisation and choice with regard to text and task; the study may contribute to the Added Value Unit.

Supporting and developing talking and listening as integral to teaching and learning
Learners should be encouraged to develop their discussion and presentation skills in order to present both familiar and unfamiliar topics. Learners may have the opportunity to prepare in advance; for some activities, they will have the chance to build the skills of spontaneous presentation or discussion. They will be encouraged to take account of their audience and to talk at some length when it is appropriate to do so.

Combining assessment within and across Units
It is envisaged that usually the Course should be taught not as a sequence of Units but that Unit Outcomes should be addressed in an integrated programme of study.

The following example illustrates ways of combining assessment across the three Units.

A media/language study
Description
Learners analyse and evaluate techniques of persuasion in advertising:

♦   as a whole group with teacher/lecturer modelling the activity
♦   learners work in pairs on selected examples
♦   learners individually analyse and evaluate examples of their own choice.
♦   learners apply this learning in their assignment presentation at National 4

or:

♦   learners make it the basis for a piece of discursive writing for the portfolio at National 5

Literacy: Outcomes for Reading and Writing at National 4 may be evidenced by the work in this task.

Texts/sources
TV advertising

Learning structure
Teacher/lecturer modelling of the activity may focus on:
1. Narrative and audience:
(a) What 'story' does the advertisement tell?
(b) Who is it aimed at?
(c) Use of music, sounds and visual effects such as movement, colour, angle
(d) Word choice: use of emotive words; connotation; repetition.

2. Learners in pairs work on selected examples of adverts, using the model of analysis above. The selection can be made by the teacher but allows for some learner choice

3. Learners work individually on their own analysis and evaluation of the adverts.

4. Learners prepare a talk presentation with notes and support material such as PowerPoint slides.

or:

Learners use findings to develop a discursive piece of writing for their writing portfolio.

Examples of assessment evidence arising from activities:

Task/activity	Reading assessment	Listening assessment	Writing assessment	Talking assessment
Learners work in pairs to analyse and evaluate		Learners listen to and watch TV ads	Learners make notes from discussion	
Learners work on selected ads to analyse and evaluate	Learners make notes from research	Learners listen and respond in discussion	Learners write a discursive piece on topic	Learners present an individual talk on the topic

Literacy Unit at National 4
Literacy Outcomes may be overtaken at the same time as those of other Units of the Course.

For further detail about this Unit, please consult the corresponding section of the *Literacy* (National 4) *Unit Support Notes.*

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

1   Literacy
1.1   Reading
1.2   Writing
1.3   Listening and talking

5   Thinking skills
5.3   Applying
5.4   Analysing and evaluating

The table below provides some suggested opportunities of how these skills can be further developed within the Course.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
4 Literacy	1.1 Reading This may be usefully developed by activities that: ♦ involve fiction and information texts ♦ use discussion to help learners engage with texts and identify the ideas within texts Activities to support them in identifying the ideas within texts include: ♦ asking and answering questions ♦ comparing and contrasting ♦ sorting and sequencing ♦ summarising and predicting ♦ text completion Learners will also benefit from activities focusing on the audience and purpose of texts 1.2 Writing Learners maybe encouraged to plan their writing: ♦ by creating mind maps ♦ through peer discussion where they consider the genre, audience and purpose for their writing Learners' writing will benefit from: ♦ discussing structure and layout ♦ building up sentences, by linking ♦ planning paragraphs

	♦ use of topic sentences ♦ developing vocabulary ♦ developing technical skills in grammar, punctuation and spelling ♦ using writing frames and scaffolding 1.3 Listening and talking Wherever appropriate learners should be encouraged to use the language skills in real language situations. In such situations, particularly drawn from life and work, activities may involve: ♦ asking and answering questions ♦ listening for and making comparisons/contrasts ♦ summarising and predicting
5 Thinking skills	5.3 Applying This is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task that reflects what may be required by life or work situations. In order to do this in a supported way at this level, learners should be given the chance to work at language tasks which are carefully stepped and sequenced, allowing them to work from what they know and to apply it to different situations. 5.4 Analysing and evaluating Wherever possible, learners should be given the opportunity to **practise** developing these skills in real communicative contexts. A range of kinds of texts is vital to developing analysing and revaluating skills in listening and reading in order to develop learners' awareness of such aspects as: ♦ gist and effect on audience. ♦ distinguishing fact and opinion ♦ discussing examples of bias and balance

Approaches to assessment

Added value

Courses from National 4 to Advanced Higher include assessment of added value. At National 4 the added value will be assessed in the Added Value Unit. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment.

Information given in the *Course Specification* and the *Added Value Unit Specification* about the assessment of added value is mandatory.

In National 4 English, the added value consists of challenge and application.

Learners will be required to provide evidence of their ability to apply their language skills to investigate and report on a chosen topic. Learners will demonstrate their ability to select and evaluate relevant information using their reading skills, to present their findings, either orally or in writing, and to respond to questions on the chosen topic using their listening skills.

This will help them develop the following skills and knowledge:

♦ investigation and research skills
♦ in-depth knowledge of the chosen topic
♦ planning and organisational skills
♦ IT skills
♦ presentation skills
♦ ability to work independently and in collaboration with others
♦ ability to analyse and evaluate facts and ideas
♦ ability to take notes, to draft and edit

Learners will plan and research a topic of their own choice and which they feel has particular relevance to them. The topic should be drawn from the contexts of language, literature or media.

Learners will be supported to carry out the assignment by being given:

♦ a clearly staged outline of the assessment, with timelines
♦ advice on how to choose and research the topic
♦ advice on how to work independently
♦ advice on presentation delivery, such as pace, audience awareness, use of visual aids
♦ advice on responding appropriately to questions
♦ successful and effective presentations to listen to
♦ insight into the criteria that will be used for assessment

Topics for investigation in the assignment may include:

♦ an investigation of the work of a particular author or director, focusing on short stories, poetry, essays, film, or TV documentary
♦ an investigation of a particular theme, using short stories, poetry, essays, film, documentary. This may allow learners to select source material from different genres

- an investigation of language used by a particular group, such as the language of playground games in primary school; or for a distinctive purpose, such as the language of newspaper headlines
- a topic about which the learner holds strong views. Good topic choices may come from local or national issues which are discussed in newspapers and on television

Preparation and support:

- Learners may require support to take appropriate notes, and how to use prompt headings and methodologies.
- Learners should also be aware of the need to keep a bibliography of sources consulted, as well as the need to use their own words in order to avoid plagiarism.
- Learners may write or word process their preparatory notes/research findings or record these in audio/video format.
- Learners should be supported in their planning with a 'planning sheet' which focuses them to develop a title for their research; draft proposals of what they would like to investigate and to what purpose; an outline plan of what they propose to find out/investigate.

Preparation for Added Value Unit (National 4 Courses)
The Added Value Unit has time to be used at the discretion of the teacher or lecturer to enable learners to prepare for and complete the Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It will also be used for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

The form of the Added Value Unit in National 4 English is an assignment in which learners are required to show the **application** of the skills learned in the Course and to address the **challenge** of applying these in an investigation which they have chosen in negotiation with their teacher or lecturer.

In preparation, learners should:

- provide evidence of their reading and use of other sources
- record their research findings, for example in a learning journal or log
- take clear notes of sources consulted
- note main points
- include at least one detail from each source
- aim to use an appropriate presentation format for their topic

Examples of assessment evidence arising from activities:

Task/activity	Reading assessment opportunities	Listening assessment opportunities	Writing assessment opportunities	Talking assessment opportunities
Learners research topic then present orally	Summary, notes, extracts or underlining of findings from a source	Responding to questions after the talk presentation	Using selected information as the basis for producing a piece of written text	Presenting an individual talk on the topic
Learners read text(s) followed by a group discussion	Answering questions on the text(s)	Listening and responding within group discussion	Writing responses to issues raised in the text	Contributing to group discussion
Learners discuss a topic, listen to a talk on the topic and write about it	Reading texts related to the discussion topic	Listening and responding within the group discussion	Writing about the topic	Contributing to group discussion

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa//14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
♦ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
♦ *Building the Curriculum 5: A framework for assessment*
♦ Course Specifications
♦ Design Principles for National Courses
♦ *Guide to Assessment* (June 2008)
♦ Overview of Qualification Reports
♦ Principles and practice papers for curriculum areas
♦ *SCQF Handbook: User Guide* (published 2009) and
SCQF level descriptors (to be reviewed during 2011 to 2012):
www.sqa.org.uk/sqa/4595.html
♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*

Administrative information

Published: April 2012 (version 1.0)

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

Unit Support Notes — English: Creation and Production (National 4)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *English: Creation and Production* (National 4) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the *Unit Specification*
♦ the *Course Specification*
♦ the *Added Value Unit Specification*
♦ the *Course Support Notes*
♦ appropriate assessment support materials

General guidance on the Unit

Aims

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

Learners who complete this Unit will be able to:

♦ create and produce straightforward written texts
♦ Participate actively in straightforward spoken activities

Progression into this Unit

Entry is at the discretion of the centre and learners would normally be expected to have attained one of the following:

♦ National 3 English
♦ English Standard Grade at Foundation level
♦ Literacy (National 3)
♦ other relevant prior learning and experience

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 English *Course Support Notes.*

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

Completion of this Unit may provide progression to:

♦ National 5 English or any relevant component Units
♦ further study or training
♦ employment

Approaches to learning, teaching and assessment

The following examples illustrate ways to develop the skills in this Unit:

Example 1: Approaches to literature: topics and key learning activities which afford opportunities for depth and choice
Through their study of literature, learners will develop their skills for creative and reflective writing, using literary texts as a model for the production of short stories, script, diary, blog.

Learners will be encouraged to discuss the literature they study, and present their analysis and evaluation of aspects of texts to an audience. They may also have the opportunity to demonstrate this analysis and understanding through presentation of an interview/news bulletin/film/quiz show.

Example 2: Approaches to developing and encouraging learners to engage in independent study in relation to their own writing programme
Learners will be encouraged to write in a variety of creative and discursive ways in order to build their skills. They could create a folder of short and extended pieces of writing which demonstrate their learning.

They should be encouraged to reflect on personal experiences and their views on issues of interest and concern to them. They should have the opportunity to build their imaginative skills to create a setting, characters, structured plot, theme for short story or script. They should have the opportunity to develop their use of varied sentencing, paragraphing, and imagery, building on and utilising their skills in reading.

Learners should also have the opportunity to build on their knowledge of argumentative or persuasive writing.

Example 3: Developing writing strategies for the range of written genres
Learners should have the opportunity to engage in short writing tasks which focus on a particular skill (eg writing an introduction, creating setting/character, using imagery). These will help build the skills and confidence learners need to engage in longer pieces of writing and ultimately the Unit assessment.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes.*

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: http://www.sqa.org.uk/sqa/14976.html
♦ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
♦ *Building the Curriculum 5: A framework for assessment*
♦ Course Specifications
♦ Design Principles for National Courses
♦ *Guide to Assessment* (June 2008)
♦ Overview of Qualification Reports
♦ *Overview of Qualification Reports*
♦ *Principles and practice papers for curriculum areas*
♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*
♦ *SCQF Handbook: User Guide* (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
♦ SQA Guidelines on e-assessment for Schools
♦ SQA Guidelines on Online Assessment for Further Education
♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: KB

History of changes to Course Support Notes

Unit details	Version	Description of change	Authorised by	Date

Unit Support Notes — English:
Analysis and Evaluation (National 4)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *English: Analysis and Evaluation* (National 4) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the *Unit Specification*
♦ the *Course Specification*
♦ the *Added Value Unit Specification*
♦ the *Course Support Notes*
♦ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to provide learners with the opportunity to develop reading and listening skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate straightforward texts.

Learners who complete this Unit will be able to:

1   Understand, analyse and evaluate straightforward texts
2   Understand, analyse and evaluate straightforward spoken language

Progression into this Unit

Entry is at the discretion of the centre, and learners would normally be expected to have attained one of the following:

♦   National 3 English
♦   English Standard Grade at Foundation level
♦   Literacy (National 3)
♦   other relevant prior learning and experience

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 English *Course Support Notes.*

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

Completion of this Unit may provide progression to:

♦   National 5 English or any relevant component Units
♦   further study or training
♦   employment

Approaches to learning, teaching and assessment

The following examples illustrate ways to develop the skills in this Unit.

Approaches to developing and encouraging learners to engage in independent study in relation to their own reading programme
Learners should be encouraged to engage in personal reading for enjoyment and keep a personal reading log or blog, as well as having the opportunity to engage in oral presentations, discussions, book groups, activities such as poster creation, letter to author, book blurb.

Developing close and extended reading strategies
Learners should be able to recognise and understand some of the effect of key punctuation and sentence structure, such as: colon; parenthesis; dash; sentence type and length; effect of listing; use of imagery, tone, linkage. They should consider the purpose and audience for texts and be able to use the skills of inference making and summary to analyse and evaluate the effect of a text.

Learners should be given the opportunity to develop their understanding of the use of language for specific purposes across a broad range of texts.

Equality and inclusion

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♦ *SCQF Handbook: User Guide* (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
♦ SQA Guidelines on e-assessment for Schools
♦ SQA Guidelines on Online Assessment for Further Education
♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: KB

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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