

# National 5 English Course Support Notes



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

# Contents

## **Course Support Notes**

Introduction	1
General guidance on the Course	2
Approaches to learning, teaching and assessment	5
Developing skills for learning, skills for life and skills for work	8
Equality and inclusion	11
Appendix 1: Reference documents	12
Administrative information	13

## **Unit Support Notes — English: Analysis and Evaluation (National 5)** 14

Introduction	15
General guidance on the Unit	16
Approaches to learning, teaching and assessment	17
Equality and inclusion	19
Appendix 1: Reference documents	20
Administrative information	21

## **Unit Support Notes — English: Creation and Production (National 5)** 22

Introduction	23
General guidance on the Unit	24
Approaches to learning and teaching and assessment	25
Equality and inclusion	26
Appendix 1: Reference documents	27
Administrative information	28

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 5 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 *Course Assessment Specification* and the Unit Specifications for the Units in the Course.

# General guidance on the Course

## Aims

National 5 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 5 English 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, including Scottish 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
- ◆ apply knowledge and understanding of language

## Progression into this Course

### Experiences and outcomes

There is an expectation that learners have overtaken relevant experiences and outcomes.

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 4 English
- ◆ English Standard Grade — General level
- ◆ English Intermediate 1 Course or relevant component Units

## 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 *Course Assessment 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. The Course enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative.

The following summarises the skills, knowledge and understanding from the mandatory content of the Course:

- ◆ listening and talking, reading and writing skills, as appropriate to purpose and audience
- ◆ understanding, analysing and evaluating detailed texts, as appropriate to purpose and audience in the contexts of literature, language and media. Texts studied must include Scottish texts

- ◆ creating and producing detailed texts, as appropriate to purpose and audience in a range of contexts
- ◆ knowledge and understanding 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](http://www.sqa.org.uk/scqf)).

## Progression from this Course

Progression from National 5 English includes opportunities for vertical and lateral progression to:

- ◆ Higher English
- ◆ other appropriate subject qualifications at SCQF level 5
- ◆ National Certificates
- ◆ further education

and ultimately, for some to employment.

## Hierarchy

**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 5 English Course, there are important issues to address. While the National 5 English Course fits into a hierarchy with the National 4 English Course at the level below 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 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 cases:

- ◆ where learners are in groups following courses which lead to both National 4 English and National 5 English qualifications
- ◆ where learners who start a National 5 English Course and are then better suited to National 4 English
- ◆ where learners who start a National 4 English Course and are then 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. Sensitivity to candidates' beliefs should be shown in the selection of texts.

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

## Example 1: Language study

*To Kill a Mockingbird* — the background of the civil rights movement.

Learners read the text, research aspects of the civil rights movement online and produce spoken presentations for other learners

Learners in the audience can take notes during the presentations, ask questions in the final part of the presentations and produce a written report on the topic, based on the information presented.

## Sources

Online texts: learners keep a log of their research identifying the different sources used and the information gained from each.

- ◆ Learners' research of the topics identified should cover a range of genres of word-based texts to overtake the **reading** Outcomes.
- ◆ Learners' use of a range of audio and moving image texts will meet the requirements of the **listening** Outcomes.
- ◆ Learners' research logs Outcome should enable the class teacher to see evidence that Outcomes have been met.

## Audience questions

Learners' questions provide evidence of **listening** to understand, analyse and evaluate.

## Written report

- ◆ Learner's report should meet the requirements of **writing** at National 5.
- ◆ Technical accuracy should figure appropriately for the level.
- ◆ Learner's report should meet the requirements of **listening** at National 5 and show a clear understanding of the key information communicated during the presentations.

### 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	Learners make summary/ notes/ extracts/ underline findings from a source	Learners respond to questions and feedback after talk presentation	Learners write a discursive piece using research and feedback	Learners present a talk on the topic
Learners listen to a talk on the topic, discuss a topic and write about it	Learners read texts related to research of the discussion topic	Learners listen and respond in discussion/ questioning after the talk	Learners write a discursive piece about the topic	Learners contribute to discussion

#### Example 2: Literature study

*To Kill a Mockingbird* and *Strange Fruit*.

#### Description

Learners listen to the song *Strange Fruit*, sung by Billie Holiday, and record in note form what they think the poem is about overall, how it aims to make the listener feel, examples of how the song uses word choice and imagery to achieve this, and other relevant points that they recognise as they listen, eg musical idiom, phrasing.

Learners discuss within their groups their impressions of the song. Learners are then given written copies of the poem and participate in a discussion which attempts a detailed critical analysis of how the poem uses word choice, imagery and structure.

Learners finally produce either a written or a spoken response to the poem's use of word choice, imagery and structure in the text in handling the themes involved.

### Examples of assessment evidence arising from activities

<b>Task/activity</b>	<b>Reading assessment</b>	<b>Listening assessment</b>	<b>Writing assessment</b>	<b>Talking assessment</b>
Learners research topic online.	Learners produce a research log of reading from prose-based sources.	Learners produce a research log from listening to audio and moving image sources.		
Learners present to class with questions offered by the audience.		Learners in audience offer questions.		Learners produce talk presentation and responses to questions.
Learners produce written reports on the topic or the poem.	Learners make notes on poems.	Learners write notes on presentations.	Learners write reports on the topic based on research and presentations.	
Learners listen to sung version of 'Strange Fruit'.		Learners note first impressions of the song.		
Learners discuss the song and the poem.	Learners note content of discussion of poem.	Learners note content of discussion of song.		Learners engage in discussion.
Learners produce spoken response to the poem.	Learners note content of the report.		Learners report (writing) on the poem.	Learners report (talk) on the poem.

# 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 for how these skills can be further developed in the Course.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<p><b>1. Literacy</b></p>	<p><b>1.1 Reading</b>            This may be usefully developed by activities that:</p> <ul style="list-style-type: none"> <li>◆ involve fiction and information texts</li> <li>◆ use discussion to help learners engage with texts</li> <li>◆ identify the ideas within texts</li> </ul> <p>Activities to support them in identifying the ideas within texts include:</p> <ul style="list-style-type: none"> <li>◆ asking and answering questions</li> <li>◆ comparing and contrasting</li> <li>◆ sorting and sequencing</li> <li>◆ summarising clarifying and predicting</li> <li>◆ text completion</li> </ul> <p>Learners will also benefit from activities focusing on the audience and purpose of texts</p> <p><b>1.2 Writing</b>            Learners maybe encouraged to plan their writing by:</p> <ul style="list-style-type: none"> <li>◆ creating mind maps</li> <li>◆ peer discussion where they consider the genre, audience and purpose for their writing</li> </ul> <p>Learners' writing will benefit from:</p> <ul style="list-style-type: none"> <li>◆ discussing structure and layout</li> <li>◆ building up sentences, by linking</li> <li>◆ planning paragraphs</li> <li>◆ use of topic sentences</li> <li>◆ developing vocabulary</li> <li>◆ developing technical skills in grammar, punctuation and spelling</li> </ul>

	<ul style="list-style-type: none"> <li>◆ using plans for writing</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>◆ asking and answering questions</li> <li>◆ listening for and making comparisons/contrasts</li> <li>◆ summarising, clarifying and predicting</li> </ul>
<p><b>5. Thinking skills</b></p>	<p>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.</p> <p>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.</p> <p>5.4 Analysing and evaluating Wherever possible, learners should be given the opportunity to <b>practise</b> developing these skills in real communicative contexts.</p> <p>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:</p> <ul style="list-style-type: none"> <li>◆ gist and effect on audience.</li> <li>◆ distinguishing fact and opinion</li> <li>◆ discussing bias, balance and point of view</li> </ul>

## Preparation for Course assessment

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for 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 may 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.

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

## **Component 1 — question paper**

### **Section 1: Reading for analysis, evaluation and summarising**

Preparation for this part of the assessment should focus on the development of higher order reading skills. Many of these should proceed from learning in the units. There is value to learners in: using advance organisers; developing strategies for using their own words; learning how to summarise parts of texts; bringing their own questions to the text.

### **Section 2 — critical reading**

Preparation for this will focus on the three main areas: the key aspects of the texts studied; how to extract meaning from a question; and how to plan the writing of a critical essay in response.

The format of the task on Scottish texts will typically involve a limited number of questions which open out from a specific focus on aspects of an extract to wider discussion.

## **Component 2 — portfolio of writing**

The writing portfolio will comprise writing that addresses two of the main language purposes: creative and discursive writing. The preparation of these will proceed from developing the writing repertoire of learners.

It is worth emphasising the value of approaches which encourage a range of different kinds of writing.

# 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](http://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](http://www.sqa.org.uk/sqa//14977.html).
- ◆ Association for Scottish Literary Studies
- ◆ [\*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](http://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

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## History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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## Unit Support Notes — English: Analysis and Evaluation (National 5)



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

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *English: Analysis and Evaluation* (National 5) 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 *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

# 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 detailed texts. Texts studied must include Scottish texts.

Learners who complete this Unit will be able to:

- 1 Understand, analyse and evaluate detailed written texts
- 2 Understand, analyse and evaluate detailed 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 4 English Course
- ◆ English Standard Grade — General level
- ◆ English Intermediate 1 and relevant component Units
- ◆ Literacy (National 4)

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 *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:

- ◆ Higher English or any relevant component Units
- ◆ further study or training
- ◆ employment

# Approaches to learning, teaching and assessment

## Approaches to literature

- ◆ Critical reading and listening activities may be designed to engage the learner in a wide variety of written, visual and oral texts, including some of their own choice.
- ◆ Learners should acquire the knowledge of a range of genre features through critical and imaginative exercises that allow them to analyse, evaluate and/or demonstrate a grasp of relevant literary forms.
- ◆ Responses to literary texts can be varied: discussion, critical essay, imagined response, transfer of genre.

## Approaches to language

Independent, analytical evaluation skills can be developed through the study of non-fiction texts, eg newspaper or internet journalism; persuasive/discursive written and oral texts. Assessment evidence may be gathered from:

- ◆ close reading analysis of non-fiction texts
- ◆ critical listening exercises
- ◆ group discussion of: the language of persuasion, the language of broadsheet journalism, the language of radio discussion programmes

There may often be scope for personalisation and choice with regard to text or task.

## Approaches to media

Learners can focus on:

- ◆ the use of multiple narratives in TV drama
- ◆ the representation of gender in adverts
- ◆ the use of the symbolism of colour, lighting and sound in a film study

in media texts such as: film, TV drama, documentary, adverts, radio discussion, web-based texts.

Learners should develop an understanding of key aspects and techniques, such as: representation, perspective, mis-en-scene, montage, editing, target audience, symbolism, narrative voice.

There may often be scope for personalisation and choice with regard to text or task.

## Approaches to developing and encouraging learners to engage in independent study in relation to their own reading programme

- ◆ Learners should develop skills in note-making and annotating texts independently.
- ◆ Learners should develop a structured methodology, modelled by the teacher/lecturer, to allow them to engage with a range of texts, using critical terminology, mind-maps, diagrammatic representations and conceptual frameworks for tracking key features of a text.
- ◆ Reading diaries or reading logbooks could be beneficial to the learner.

- ◆ Learners should be exposed to a range of texts and acquire the knowledge of genre features which they can bring towards subsequent texts.
- ◆ Tasks that encourage learners to understand key ideas, analyse literary techniques (punctuation, sentence structure, imagery, tone) writer's attitude and evaluate the effectiveness of a text should be embedded in teaching methodology.
- ◆ Building on a knowledge of the conventions of written language, learners can apply their knowledge to the study of short unseen texts and to extended texts, eg novel, short story, drama, poetry, journalism etc, and provide an extended critical response where key genre features are explored and evaluated.

## **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.

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- ◆ [\*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*
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- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
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- ◆ [\*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](http://www.sqa.org.uk/sqa/5606.html)

# Administrative information

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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## Unit Support Notes — English: Creation and Production (National 5)



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

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *English: Creation and Production* (National 5) 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 *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

# 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 a range of contexts. Learners develop the skills needed to create and produce detailed texts in both written and oral forms.

Learners who complete this Unit will be able to:

- 1 Create and produce detailed written texts
- 2 Participate actively in detailed 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 4 English Course
- ◆ English Standard Grade — General level
- ◆ English Intermediate 1 and relevant component Units
- ◆ Literacy (National 4)

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 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:

- ◆ Higher English or any relevant component Units
- ◆ further study or training
- ◆ employment

# Approaches to learning and teaching and assessment

## Approaches to literature

Engaging learners in the processes involved in framing the genre features of a range of texts will provide opportunities for learners to emulate, parody or transform selected literary forms (character, setting, theme, key scene) in written and/or oral texts. The learner should be involved in the selection of the literary texts and in the planning of a written or oral response that could take the form of critical essay, imagined response, transfer of genre.

## Approaches to language

The scaffolding of the learner's understanding of genre features that leads to the written or oral production of a text can be developed through the study of non-fiction texts, eg newspaper/internet journalism; persuasive/discursive written and oral texts. Key features of the texts can be transformed by the learner in the production of a piece of writing, in a group discussion context or through solo presentation skills. There is scope for personalisation and choice with regard to task and text.

## Approaches to media

Learners could work towards the production of an oral, visual or written media text which clearly employs or manipulates the conventions of the chosen genre. There is scope for personalisation and choice with regard to task and text.

## Approaches to developing and encouraging learners to engage in independent study in relation to their own writing programme

Learners should be encouraged to create a folio of writing which displays an understanding and appreciation of a selection of genre forms and features. Planning, writing and editing texts may be developed as a set of integrated skills and provide evidence that the learner has employed, manipulated or transformed literary conventions for a particular purpose, eg monologue, drama script, short story, discursive or persuasive extended writing. There is scope for personalisation and choice with regard to task and text.

Using a variety of stimuli, learners should be involved in tasks that build on knowledge and understanding of the genre features of a range of texts, eg persuasive, discursive, creative, reflective. Engaging with the stylistic features of each genre will allow learners to experiment with a range of styles, demonstrating their ability to produce a folio of best practice, which could include dramatic monologue, short story, film script, a discursive debate, a persuasive piece, a journalistic report, an extended reflection of an experience or concept.

## 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

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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](http://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](http://www.sqa.org.uk/sqa/5606.html)

# Administrative information

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**Superclass:** KB

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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