



Literacy (National 5)

Draft Unit Support Notes

For general advice and guidance on the Unit.



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Literacy (National 5) Unit*. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with the *Literacy (National 5) Unit Specification*.

Where the *Literacy (National 5) Unit* is being undertaken as part of the English (National 4) Course, these Notes should be read in conjunction with:

- ◆ the English (National 5) *Unit Specification*
- ◆ the English (National 5) *Course Specification*
- ◆ the English (National 5) *Course Assessment Specification*
- ◆ the English (National 5) *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 *Literacy* (National 5) Unit is designed to meet the needs of a broad range of learners in a wide range of contexts.

The general aim 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.

Our ability to understand and use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Developing skills in reading, listening, writing and talking allows learners to engage fully in learning and to access the wider world.

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.

Learners who complete this Unit will demonstrate achievement of the following Outcomes:

- ◆ Read, understand and respond to complex word-based texts.
- ◆ Listen, understand and respond to complex spoken communication.
- ◆ Write to communicate complex ideas and information in formal continuous prose which is technically accurate.
- ◆ Talk to communicate complex ideas and information.

The four skills of reading, listening, writing, and talking are of equal importance.

Responsibility of all

All practitioners have responsibility for the development of learners' literacy. How this takes place will vary depending on the context or subject area. All centres should have strategies in place to ensure there is a shared understanding of the standards expected, of how learners progress in literacy and of sound approaches to literacy teaching and learning. All practitioners¹ should therefore be aware of the contents of the *Literacy* Unit and the *Literacy Unit Support Notes*.

Progression into this Unit

Entry into 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 by equivalent qualifications and/or experience:

- ◆ Literacy (National 4)
- ◆ Core Skills: Communication (SCQF level 4)
- ◆ English (National 4) Course and relevant component Units
- ◆ Curriculum for Excellence experiences and outcomes at Fourth level

¹ 'All practitioners' is used here to refer to any education professional involved in considerable learners' literacy.

Prior learning, life and work experiences may also provide an appropriate basis for doing this Unit.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the English (National 4) *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.

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

Word-based texts

Word-based texts which allow learners to demonstrate literacy skills are most likely to be non-fiction, ie functional and transactional in nature. Word-based texts can be written or spoken. Functional texts are texts which are used in everyday life, for example in school, at home or in the workplace. These texts have a clear purpose, for example to instruct or to explain. Transactional texts, often spoken, are ways of communicating between people. They are also used in everyday life to give information, for example to describe something that has happened or to persuade someone.

Word-based texts will be used as the focus for generating evidence of listening, reading, talking and writing. Some examples of the types of text which can generate evidence for each skill are given below:

	Listening	Reading	Talking	Writing (formal continuous prose)
Texts	Audio books, podcasts, spoken versions of written texts, discussions, speeches, debates, talks or presentations, telephone conversations, interviews, verbal instructions, transactions.	Memos, instructions, letters, forms, newspaper or magazine articles, curriculum vitae, reviews, reports, leaflets, reference texts, manuals, lab books, essays.	Contributions to discussions, speeches, debates, talks or presentations, telephone conversations, interviews, verbal instructions, transactions.	Letters, newspaper or magazine articles, reviews, reports, leaflets, reference texts, manuals, lab books, essays.
Media texts	Informational films, factual radio programmes, TV programmes, eg	Newspaper/magazine articles, word-based advertisements.	Informational films, factual radio programmes, TV programmes, eg	Newspaper/magazine articles, word-based advertisements.

	documentaries, broadcast news, spoken word-based advertisements.		documentaries, broadcast news, spoken word-based advertisements.	
Multimodal texts (texts which contain a number of elements which 'come together' to create meaning)	Webcasts, web conferencing, podcasts, audio clips.	Web pages, word-based posters, blogs, wikis, e-mails.	Webcasts, web conferencing, podcasts.	Web pages, e-mails.

Reading: skills, knowledge and understanding

Learners will read a variety of complex functional and transactional texts. They will respond in different ways to word-based texts, for example by answering written or oral questions, summarising and other close reading strategies which demonstrate they have understood the language and ideas in the text.

Texts should be complex and will contain several ideas or sets of ideas. Texts will contain complex vocabulary, and ideas, information or opinions in the text will be expressed using complex language.

Listening: skills, knowledge and understanding

Learners will listen, understand and respond to complex spoken communication. The spoken communication will be in the form of discussion or individual talk or a spoken text. Learners will also listen while watching, for example, films, TV and radio programmes, web pages, podcasts and games. Learners will respond in different ways to what they hear, for example by answering written or oral questions, summarising or responding. These responses will demonstrate they have understood the language and ideas they have heard.

Spoken texts should be complex and will contain several ideas or sets of ideas with supporting detail. Spoken texts will contain complex vocabulary, and ideas, information or opinions will be expressed using complex language.

Writing: skills, knowledge and understanding

In writing, learners will produce word-based texts which communicate meaning at first reading in formal continuous prose. Texts written by learners should be technically accurate, with attention paid to spelling, punctuation and grammar, as appropriate to the purpose, audience and context.

Texts should use a clear structure, with content, word choice, layout and format that are appropriate to the intended audience and purpose of the text. Texts will be written in 'formal continuous prose'; that is, they will be written in full sentences with appropriate punctuation. For longer texts, paragraphs should be used. Vocabulary and tone should be formal, ie the text should not include abbreviations, dialect or any other examples of non-standard language (unless these are used appropriately, for example for effect).

When creating evidence for writing in multimodal or media format, learners should ensure formal continuous prose is used.

Talking: skills, knowledge and understanding

In talking, learners will communicate complex ideas and information. Talking can be carried out individually, in pairs or in discussion, for example a formal individual presentation, an interview or an informal peer group discussion.

Talks or contributions will contain several ideas or sets of ideas with supporting detail. Learners will use complex vocabulary and the ideas or information will be expressed using complex language.

Learners will communicate several ideas or sets of ideas with supporting detail which are appropriate to audience and purpose. Learners will develop the ability to organise their ideas, for example by 'signposting' or by using linking words and phrases. Learners will use a range of non-verbal conventions to enhance the talking, such as eye contact, facial expression and gesture.

Spoken communication may be enhanced by visual aids, for example use of PowerPoint slides, but the main messages of the spoken communication will be conveyed in spoken words.

Progression from this Unit

The *Literacy* (National 5) Unit provides progression into other Units and Courses including:

- ◆ Higher English Course and relevant component Units
- ◆ Core Skills: Communication (SCQF level 6)
- ◆ National Certificate Group Awards
- ◆ further study, employment or training

Literacy has applications in many other subject areas as well as life and work. The skills, knowledge and understanding developed in this Unit could therefore support both vertical and lateral progression into other curriculum areas and into further study, employment and training.

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.

The *Literacy* (National 5) Unit has been developed using the SCQF level descriptors to form a hierarchy with the *Literacy* (Access 3) Unit and the *Literacy* (National 4) Unit.

The Literacy Units at Access 3, National 4 and National 5 follow a similar structure in terms of Outcomes and Assessment Standards but differ in the

successful learner, confident individual, responsible citizen, effective contributor

degree of difficulty and complexity from one level to the next. This structure aims to facilitate bi-level teaching and enables learners to gain recognition for their best achievement. Learners may achieve, and be certificated for, a Unit at the level above or below.

Evidence should satisfy the Assessment Standards at the appropriate level.

Further information on how this hierarchy can be managed is given in the 'Approaches to learning and teaching' section below.

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Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching literacy skills.

Responsibility of all

All practitioners have responsibility for promoting the development of literacy across the curriculum. Opportunities for learners to develop and gather evidence for the *Literacy* (National 5) Unit from interdisciplinary learning, vocational contexts and across the curriculum should be considered. Collaborative planning and cross-curricular sharing of ideas among practitioners can help to facilitate a common understanding of the standards and help to reinforce and consolidate learners' literacy skills in a wide range of contexts.

Learning and teaching settings

There are a wide variety of learning and teaching approaches which can be used to deliver this Unit. It is likely that the *Literacy* (National 5) Unit will be delivered in school, adult and vocational settings. The advice and guidance in this section covers these sectors, and practitioners will use their professional judgement in designing and delivering the Unit so that it is appropriate, relevant and motivating for the learner.

Examples of contexts for teaching literacy skills might include lifelong learning, subject activities, work experience, cross-curricular activities, work/leisure activities, daily routine, vocational learning.

Illustrative examples are shown below of contexts in which evidence for the *Literacy* (National 5) Unit can be generated.

Illustration

A learner in a school setting reads a complex informational text in Science about the Big Bang theory. She takes notes on the text under the following headings:

- ◆ Key information/concepts
- ◆ Audience and purpose of the text
- ◆ The layout/structure of the text
- ◆ Evaluation of the text — how useful was the text?

The learner's answers could provide evidence for reading. If the answers are used to create a piece of writing of over 500 words in formal continuous prose, this could be used as evidence for writing as well as reading.

Illustration

A learner in a school setting writes a comparison in Art and Design of two different artists' paintings. The writing is over 500 words in length and is in formal continuous prose. It has a clear structure, using paragraphs, which describes the approach of one artist, the approach of the second artist, then compares the two before reaching a conclusion. This writing could be used as evidence for writing.

Illustration

A learner in a college setting wishes to apply for an Engineering course at the same college. She participates in a mock interview with her tutor. The tutor's questions and prompts enable the learner to demonstrate in her responses and contributions that she can:

- ◆ explain what she knows about the course using complex language
- ◆ explain her reasons for applying for the course using complex language

After the interview, the learner discusses the interview with the tutor and evaluates the questions themselves as well as how well she has responded to them. Her responses could provide evidence for both listening and talking.

Illustration

A learner in a community learning setting listens to a podcast about job opportunities in the local area. One job interests her and she writes a letter of application for this job. The letter is written in formal continuous prose and is more than 500 words in length. It is structured appropriately, using letter writing conventions. Her letter could provide evidence for writing.

Illustration

A learner in a school setting undertakes work experience in a neighbourhood primary school. He prepares a talk for a school parents' information evening, explaining what he did, what he learned and whether he would recommend this type of work. His talk could provide evidence for talking.

Illustration

A learner in a school setting is developing close reading skills in preparation for Course assessment for English (National 5). She answers questions on a passage in which the writer argues for greater controls on social networking sites. She answers questions which require responses about:

- ◆ the key information/ideas in the text
- ◆ detailed information in the text
- ◆ the emotive language used in the text
- ◆ evaluating the text in relation to its purpose

Her responses could provide evidence for reading.

Illustration

A learner in a community learning setting watches a TV documentary about the Scottish diet/obesity. He answers questions about the documentary which ask about:

- ◆ key information/ideas
- ◆ audience and purpose of the text
- ◆ persuasive language used in the text
- ◆ evaluation of the text — how persuasive was the text?

The letter is written in formal continuous prose and is more than 500 words in length. It is structured appropriately, using letter writing conventions. Her letter could provide evidence for writing.

Personalisation and choice

Active learner involvement should be encouraged at all times. Texts should be chosen which are familiar, relevant and will motivate learners. Where appropriate, and to provide pace and challenge for learners, more complex texts and activities should be introduced and developed. Practitioners should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating. For example:

- ◆ asking adult learners to choose texts which are relevant to their lives
- ◆ encouraging learners' own choice of writing topics
- ◆ adopting a flexible approach to group discussion/presentations
- ◆ giving individual feedback with suggestions and next steps
- ◆ generating naturally occurring evidence when individual learners are ready

Enriching delivery

To enrich the delivery of the *Literacy* (National 5) Unit, the following skills, knowledge and understanding could also be included:

- ◆ skills which underpin full participation in the community and the wider world such as self-expression, collaboration and interpersonal skills
- ◆ understanding of the richness and diversity of language
- ◆ skills in using information technology

Reading — learning and teaching approaches

Learners who complete the *Literacy* (National 5) Unit will be able to read, understand and respond to complex word-based texts.

Preparatory activities such as skimming, scanning and initial discussion will support learners to engage with texts. Learners should be able to identify the ideas within texts. Activities which support learners in identifying the ideas within texts could include:

- ◆ asking and answering questions
- ◆ comparing and contrasting
- ◆ summarising
- ◆ sorting
- ◆ questioning

- ◆ summarising
- ◆ text completion
- ◆ sequencing
- ◆ prediction activities
- ◆ note taking

Learners will benefit from activities focusing on the audience and purpose of texts. Learners will carry out activities which help them to identify purpose and audience, for example considering the relationship between the purpose and language used or activities which require learners to identify genre 'markers'.

Learners will also identify and explain a range of aspects of texts; these could include:

- ◆ style
- ◆ register
- ◆ word choice
- ◆ layout and format
- ◆ tone
- ◆ structure

Learners will also benefit from activities which encourage critical literacy, for example evaluating the reliability, credibility and value of texts and identifying how and why texts can influence readers.

The Assessment Standards for reading and listening are the same and will be applied either to a written or to a spoken text. Therefore, there will be opportunities within learning and teaching to discuss, for example, evaluation skills or knowledge about audience and purpose, and then apply these skills and knowledge to either a written or spoken text.

Listening — learning and teaching approaches

Learners who complete the *Literacy* (National 5) Unit will be able to listen, understand and respond to complex spoken communication. Listening can take place in the context of individual talk or group discussion or listening to the spoken word. Learners might listen and respond to peers within a group discussion or listen and respond to a television documentary or participate in a web conference.

Learners will be motivated by listening to spoken communication which is meaningful and relevant to their everyday lives. Where learners are listening in the context of discussion, it is important that learners are aware of and can identify the purpose and context of the discussion. Learners should be aware of the conventions of group discussion, such as roles within group discussion, and a range of non-verbal conventions. Consideration should be given to culture, gender and age so that learners are comfortable and feel able to contribute.

Preparatory activities such as initial discussion will support learners to engage with what they are hearing. Learners should be able to identify the ideas within complex spoken communication. Activities which support learners in identifying the ideas they hear include:

- ◆ asking and answering questions
- ◆ making comparisons

- ◆ contrasting
- ◆ summarising
- ◆ questioning
- ◆ prediction activities
- ◆ note taking

Learners will benefit from activities focusing on the audience and purpose of what they listen to. Learners will carry out activities which help them to identify purpose and audience, for example discussing the purpose of a peer discussion (for example, to discuss various options/opinions) or the audience and purpose for a podcast.

Learners will also identify and explain a range of aspects of spoken texts; these could include:

- ◆ register
- ◆ expression
- ◆ word choice
- ◆ tone
- ◆ structure
- ◆ non-verbal aspects

Learners will benefit from activities which encourage evaluation of what they listen to, for example identifying emotive or persuasive language and evaluating the reliability, credibility and value of what they listen to, and identifying how and why they are influenced.

The Assessment Standards for reading and listening are the same and will be applied either to a written or to a spoken text. Therefore, there will be opportunities within learning and teaching to discuss, for example, evaluation skills or knowledge about audience and purpose, and then apply these skills and knowledge to either a written or spoken text.

Writing — learning and teaching approaches

Learners should be encouraged to plan their writing, for example by creating mind maps, through peer discussion or by considering options about content, layout and format. In planning and preparing for writing, learners will consider the genre, audience and purpose for their writing.

They will develop the ability to select and use appropriate language to convey ideas and to choose an appropriate and logical structure. Learners will benefit from developing their writing through, for example:

- ◆ discussing structure and layout
- ◆ building up sentences, for example by using complex clauses
- ◆ paragraphing and use of complex linking/complex structures
- ◆ recognising and using appropriate style, tone, register and language
- ◆ developing vocabulary
- ◆ developing technical skills in more complex grammar, punctuation and spelling unfamiliar words
- ◆ note making

In writing, learners will produce technically accurate word-based text. Learners should develop skills in structuring sentences in different ways, in using

appropriate punctuation and in using complex grammar and expression. Texts written in 'formal continuous prose' are written in full sentences with appropriate punctuation. Learners should develop an understanding of the appropriate register for formal writing, including paragraphing, vocabulary, tone and structure. Modelling such texts will support learners to identify and use the features of formal continuous prose.

Learners should be supported to spell unfamiliar words accurately, using a range of strategies and resources to do so. Commonly available support, such as an electronic spell checker and other technical support, is acceptable for on-screen writing.

Further advice on aspects of writing formal continuous prose is contained in Appendix 3.

Talking — learning and teaching approaches

Learners will talk individually or to another person or in group discussion. Learners will be encouraged to communicate clearly and will be given opportunities to practise their talking skills in order to build confidence. Self-evaluation and supportive peer-evaluation will support learners in building confidence and identifying areas for improvement.

Talking contexts can be formal or informal and can include:

- ◆ individual talks
- ◆ dialogue with peers or with a teacher/tutor
- ◆ verbal reports
- ◆ podcasts
- ◆ mock interviews and role plays
- ◆ group discussions
- ◆ debating
- ◆ public speaking
- ◆ web chats/conferencing
- ◆ internet voice calls

Talking contexts will motivate learners if they are meaningful and relevant. Using group discussion as a means of learning will support learners in developing talking skills.

It is important that learners develop the ability to use language, content and structure which are appropriate to audience and purpose. Modelling can support learners to develop an awareness of appropriacy and of a range of rhetorical devices. Learners will use complex language and talks or contributions will contain several ideas or a set of ideas. Learners might explain processes in an individual talk or chair a discussion.

Learners should use appropriate structures, whether talking individually or in a group. In a discussion, for example, taking on different roles within group discussion and the importance of fulfilling the group task, eg coming to an agreement, should be emphasised. In dialogue, the learner should be aware of the usual structure of, for example, an interview. In individual talk, learners should plan their talk, using a structure which is appropriate to the purpose, for example deciding on appropriate ways to begin and end a formal individual presentation.

Non-verbal conventions include using eye contact, facial expression, and gesture. Effective talks and discussions are likely to use all of these conventions. Showing learners examples of the effective use of non-verbal conventions will help them to develop an awareness of audience.

Learners may need support in talking, especially where learners lack confidence, and consideration should be given to such aspects as choice of subject for discussion, room layout, group size, gender and age of the learners, and group dynamics. Allowing personalisation and choice in terms of topic, context and audience will support learners.

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*.

Approaches to assessment and gathering evidence

Assessment approaches should aim to help learners to progress through the Course at their own pace and to enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Units in the Course to observe learners providing evidence which satisfies, completely or partially, a Unit or Units.

Although assessment can be carried out as a discrete activity, it is more likely that this will be done as part of the learning and teaching programme, when naturally occurring opportunities arise.

All the Outcomes and Assessment Standards in the *Literacy* (National 5) Unit must be covered in the assessment of the Unit. The evidence for these Outcomes and Assessment Standards is as follows:

- ◆ For Outcome 1: written or oral responses to reading word-based texts
- ◆ For Outcome 2: written or oral responses to listening within group discussion or to spoke communication
- ◆ For Outcome 3: written texts
- ◆ For Outcome 4: talking, individually or as part of a paired or group discussion

A holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of assessment and provide more time for learning and teaching, and allow centres to manage the assessment process more efficiently.

It is likely that evidence will demonstrate that the learner has met all the Assessment Standards for an Outcome within one text/activity. However, learners may generate evidence which partially satisfies the Outcomes.

Practitioners should select the most appropriate assessment methods, taking into account the needs of their learners and the requirements of the Unit.

Assessing reading

For Outcome 1, evidence of engagement with at least one text is required. In practice, evidence for each Assessment Standard can be produced by reading three different texts but it is more likely that learners will produce evidence of all three Assessment Standards in relation to one text. That is, the response will identify relevant information, identify and explain aspects of the text including its audience and purpose, will evaluate the effectiveness of the text.

Read, understand and respond by:	Assessing reading	
Selecting and using relevant information.	Do the learner's oral or written responses show that he/she has selected relevant information?	
Identifying and explaining a range of aspects.	Do the learner's contributions/responses show that he/she has identified and explained a range of aspects of the text?	

Evaluating the effectiveness of the text.	Do the learner's contributions/responses show that he/she has evaluated the effectiveness of the text?	
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Assessing listening

For Outcome 2, evidence of engagement with at least one text is required. In practice, evidence for each Assessment Standard can be produced by listening to three different texts but it is more likely that learners will produce evidence of all three Assessment Standards in relation to one text. That is, the response will identify relevant information, identify and explain aspects of the text, including its audience and purpose, and evaluate the effectiveness of the text.

Listen, understand and respond by:	Assessing listening	
Selecting and using relevant information.	Do the learner's oral or written responses show that he/she has selected relevant information?	
Identifying and explaining a range of aspects.	Do the learner's contributions/responses show that he/she has identified and explained a range of aspects of the text?	
Evaluating the effectiveness of the text.	Do the learner's contributions/responses show that he/she has evaluated the effectiveness of the text?	

Assessing writing

For Outcome 3, learners will write at least one text of more than 500 words in formal continuous prose. Learners will organise and structure the text appropriately and will use appropriate grammar, punctuation and expression.

Write to communicate ideas and information in formal continuous prose which is mostly technically accurate by:	Assessing writing	
Selecting and using complex language, as appropriate to audience and purpose.	Has the learner used appropriate formal language?	
Organising and structuring at least one text of more than 500 words appropriately, using punctuation and grammar which convey meaning on first reading.	Has the learner organised/structured the writing? Does the writing convey meaning on first reading?	

Assessing talking

For Outcome 4, learners will demonstrate their talking skills on at least one occasion. It is likely that learners will evidence all the Assessment Standards within that one occasion. That is, the talk/contributions will communicate ideas through language, will be organised/structured appropriately, and the learner will use non-verbal conventions.

Talk to communicate ideas and information	Assessing talking	
Selecting and using complex language, as appropriate to audience and purpose.	Has the learner used appropriate complex language?	
Organising at least one communication appropriately.	Has the learner organised/structured his/her contributions/talk?	
Using non-verbal conventions to communicate.	Has the learner used non-verbal conventions?	

Integrated assessment

Evidence which is generated during the Course can be used as 'integrated evidence'. This means that a learner's responses can be used to satisfy more than one Outcome. This is illustrated below:

Reading — oral response(s) — can provide evidence for reading and talking
 Listening — oral response(s) — can provide evidence for listening and talking
 Reading — written responses — can provide evidence for reading and writing
 Listening — written responses — can provide evidence for listening and writing

Within the *Literacy* (National 5) Unit, oral responses to reading or listening to a text can provide evidence for talking, as long as the responses satisfy all three Assessment Standards and as long as answers are extended (allowing learners to plan/organise their answers). For example, the learner might read a text prior to being asked a set of verbal questions. The learner's answers could be used as assessment evidence for talking and for listening/reading.

Written responses to reading or listening can provide evidence for writing, as long as the responses satisfy all three Assessment Standards and as long as the writing assessment evidence is in formal continuous prose. For example, the learner might listen to a set of instructions prior to writing up a report. The learner's report could be used as assessment evidence for writing and for listening/reading.

Evidence for writing could also provide evidence for reading or listening, as long as learners include comment on aspects of the text (including audience and purpose) and evaluate the text; for example, a review of a TV programme in formal continuous prose which satisfies all three Assessment Standards for reading. The learner's review could be used as assessment evidence for writing and for listening/reading.

This approach is shown below:

Evidence	Assessing integrated evidence	
Written response to reading — evidence for reading and writing.	Evidence should: ◆ include relevant information from the text	

	<ul style="list-style-type: none"> ◆ include explanation of a range of aspects of the text ◆ include evaluation of the text ◆ be at least 500 words ◆ be written in formal continuous prose ◆ be mostly technically accurate 	
Written response to listening — evidence for listening and writing.	<p>Evidence should:</p> <ul style="list-style-type: none"> ◆ include relevant information from the text ◆ include explanation of a range of aspects of the text ◆ include evaluation of the text ◆ be at least 500 words ◆ be written in formal continuous prose ◆ be mostly technically accurate 	
Oral response(s) to reading — evidence for reading and talking.	<p>Evidence should:</p> <ul style="list-style-type: none"> ◆ include relevant information from the text ◆ include explanation of a range of aspects of the text ◆ include evaluation of the text ◆ use appropriate language ◆ be organised/structured ◆ use non-verbal conventions 	
Oral response(s) to listening — evidence for listening and talking.	<p>Evidence should:</p> <ul style="list-style-type: none"> ◆ include relevant information from the text ◆ include explanation of a range of aspects of the text ◆ include evaluation of the text ◆ use appropriate language ◆ be organised/structured ◆ use non-verbal conventions 	

Authentication

It is important that evidence produced by learners is their own work. Strategies for ensuring authentic learner work could include:

- ◆ interviews with learners during which additional questions can be asked about completed work
- ◆ asking learners to talk about their work and the processes they used to produce it
- ◆ ensuring that learners are clear about acknowledging sources
- ◆ asking learners to produce evidence in supervised conditions
- ◆ using checklists to record the authentication activity
- ◆ using supplementary sources of evidence such as witness testimony, film or audio clips, observations

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a folder, workbook or e-portfolio/portfolio. Where possible, opportunities to collect and store evidence electronically could be used.

All evidence should be retained, signed and dated. If the learner is integrating Literacy evidence with that of other Units in other subject areas, evidence should be copied and retained separately.

Achievement is on a pass/fail basis. Learners who fail to achieve all the Assessment Standards within the Outcomes need only be re-assessed on those Assessment Standards not achieved. Re-assessment should only follow after further work or remediation. Centres delivering the *Literacy* (National 5) Unit as part of a Course may wish to consider building re-assessment opportunities into the assessment of other Units.

Further advice on assessment and reassessment is contained within the *National Assessment Resource*.

E-assessment

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learners' personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

Where resources permit, centres should use technology as much as possible to support learning, teaching and assessment. For the *Literacy* Unit (National 5), this could include:

- ◆ compiling and maintaining e-portfolios
- ◆ web-based research
- ◆ interactive language tasks such as cloze passages in electronic format
- ◆ word processing/proofreading
- ◆ listening and responding to and/or creating podcasts
- ◆ games-based learning
- ◆ using chat rooms for discussion
- ◆ using virtual learning environments (VLEs)
- ◆ video conferencing
- ◆ discussing, reading and writing formal blogs
- ◆ reading and responding to formal e-mails
- ◆ submission of assessed work through VLE/e-mail
- ◆ online quizzes/tests
- ◆ mind mapping software
- ◆ Glow
- ◆ internet voice calls
- ◆ web conferencing

SQA already provides some e-assessment tools, and centres may access these including those available through Glow.

The National Assessment Resource and SQA's quality enhancement procedures complement e-assessment.

Equality and inclusion

It is important that, where possible, approaches to assessment encourage personalisation and choice for learners in assessment methods and processes and use the assessment process and evidence of assessment to support continued learning. The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. Further advice can be found on SQA's website at: www.sqa.org.uk/sqa/14977.html.

Inclusive approaches in the *Literacy* (National 5) Unit might include:

- ◆ ensuring that texts are inclusive, unbiased and gender/age-appropriate
- ◆ overcoming potential barriers to learning by making reasonable adjustments for learners in reading, writing, talking and listening
- ◆ being aware of cultural considerations, for example in group discussion
- ◆ responding to the needs of individual learners by using support strategies
- ◆ providing alternative teaching and learning resources and approaches, such as extra time
- ◆ differentiating resources and approaches, eg by reviewing readability, adapting texts, using writing and speaking frames

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](#)
- ◆ *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

Appendix 2: Progression

The following tables show skills progression between the Literacy Units at Access 3, National 4 and National 5.

Reading

Access 3	Access 3	National 5
Read, understand and respond to simple word-based texts by:	Read, understand and respond to straightforward word-based texts by:	Read, understand and respond to complex word-based texts by:
<ul style="list-style-type: none"> ◆ Selecting and using relevant information from at least one text. 	<ul style="list-style-type: none"> ◆ Selecting and using relevant information from at least one text. 	<ul style="list-style-type: none"> ◆ Selecting and using relevant information from at least one text.
<ul style="list-style-type: none"> ◆ Identifying the audience and purpose of at least one text. 	<ul style="list-style-type: none"> ◆ Identifying and explaining aspects of at least one text, including audience and purpose. 	<ul style="list-style-type: none"> ◆ Explaining a range of aspects of at least one text, such as audience, purpose, structure and language.
<ul style="list-style-type: none"> ◆ Evaluating the effectiveness of at least one text. 	<ul style="list-style-type: none"> ◆ Evaluating the effectiveness of at least one text. 	<ul style="list-style-type: none"> ◆ Evaluating the effectiveness of at least one text.

In *Literacy* (Access 3), learners will read simple texts which:

- ◆ contain a few ideas or a set of ideas
- ◆ contain familiar vocabulary
- ◆ use simple expression

In *Literacy* (National 4), learners will read straightforward texts which:

- ◆ contain several ideas
- ◆ contain supporting detail
- ◆ contain straightforward vocabulary
- ◆ use straightforward expression

In *Literacy* (National 5), learners will read complex texts which:

- ◆ contain several complex ideas or sets of ideas
- ◆ contain considerable detail
- ◆ contain complex vocabulary
- ◆ use complex expression

Listening

Access 3	Access 3	National 5
Listen, understand and respond to simple spoken communication by:	Listen, understand and respond to straightforward spoken communication by:	Listen, understand and respond to complex spoken communication by:
<ul style="list-style-type: none"> ◆ Selecting and using relevant information from at least one spoken communication. 	<ul style="list-style-type: none"> ◆ Selecting and using relevant information from at least one spoken communication. 	<ul style="list-style-type: none"> ◆ Selecting and using relevant information from at least one spoken communication.
<ul style="list-style-type: none"> ◆ Identifying the audience and purpose of at least one spoken communication. 	<ul style="list-style-type: none"> ◆ Identifying and explaining aspects of at least one spoken communication, including audience and purpose. 	<ul style="list-style-type: none"> ◆ Explaining a range of aspects of at least one spoken communication, such as audience, purpose, structure and language.
<ul style="list-style-type: none"> ◆ Evaluating the effectiveness of at least one spoken communication. 	<ul style="list-style-type: none"> ◆ Evaluating the effectiveness of at least one spoken communication. 	<ul style="list-style-type: none"> ◆ Evaluating the effectiveness of at least one spoken communication.

In *Literacy* (Access 3), learners will listen to simple texts which:

- ◆ contain a few ideas or a set of ideas
- ◆ contain familiar vocabulary
- ◆ use simple expression

In *Literacy* (National 4), learners will listen to straightforward texts which:

- ◆ contain several ideas
- ◆ contain supporting detail
- ◆ contain straightforward vocabulary
- ◆ use straightforward expression

In *Literacy* (National 5), learners will listen to complex texts which:

- ◆ contain several complex ideas or sets of ideas
- ◆ contain considerable detail
- ◆ contain complex vocabulary
- ◆ use complex expression

Writing

Access 3	Access 3	National 5
Write to communicate simple ideas and information in formal continuous prose which is sufficiently technically accurate by:	Write to communicate straightforward ideas and information in formal continuous prose which is mostly technically accurate by:	Write to communicate complex ideas and information in formal continuous prose which is technically accurate by:
<ul style="list-style-type: none"> ◆ Selecting and using simple formal language, as appropriate to purpose. 	<ul style="list-style-type: none"> ◆ Selecting and using straightforward formal language, as appropriate to purpose. 	<ul style="list-style-type: none"> ◆ Selecting and using complex formal language, as appropriate to purpose.
<ul style="list-style-type: none"> ◆ Organising and structuring at least one text of more than 80 words appropriately, using punctuation and grammar which convey meaning on first reading. 	<ul style="list-style-type: none"> ◆ Organising and structuring at least one text of more than 300 words appropriately, using punctuation and grammar which convey meaning on first reading. 	<ul style="list-style-type: none"> ◆ Organising and structuring at least one text of more than 500 words appropriately, using punctuation and grammar which convey meaning on first reading.

In *Literacy* (Access 3), learners will write simple formal continuous prose which:

- ◆ contains a few ideas or a set of ideas
- ◆ contains familiar vocabulary
- ◆ uses simple expression
- ◆ is more than 80 words in length

In *Literacy* (National 4), learners will write straightforward formal continuous prose which:

- ◆ contains several ideas
- ◆ contains supporting detail
- ◆ contains straightforward vocabulary
- ◆ uses straightforward expression
- ◆ is more than 300 words in length

In *Literacy* (National 5), learners will write complex formal continuous prose which:

- ◆ contains several complex ideas or sets of ideas
- ◆ contains considerable detail
- ◆ contains complex vocabulary
- ◆ uses complex expression
- ◆ is more than 500 words in length

Talking

Access 3	Access 3	National 5
Talk to communicate simple ideas and information by:	Talk to communicate straightforward ideas and information by:	Talk to communicate complex ideas and information by:
<ul style="list-style-type: none"> ◆ Selecting and using appropriate simple language on at least one occasion, as appropriate to audience and purpose. 	<ul style="list-style-type: none"> ◆ Selecting and using appropriate straightforward language on at least one occasion, as appropriate to audience and purpose. 	<ul style="list-style-type: none"> ◆ Selecting and using appropriate complex language on at least one occasion, as appropriate to audience and purpose.
<ul style="list-style-type: none"> ◆ Organising at least one communication appropriately, such as following an agenda in group discussion or structuring an individual talk. 	<ul style="list-style-type: none"> ◆ Organising at least one communication appropriately, such as following an agenda in group discussion or structuring an individual talk. 	<ul style="list-style-type: none"> ◆ Organising at least one communication appropriately, such as following an agenda in group discussion or structuring an individual talk.
<ul style="list-style-type: none"> ◆ Using non-verbal conventions to communicate. 	<ul style="list-style-type: none"> ◆ Using non-verbal conventions to communicate. 	<ul style="list-style-type: none"> ◆ Using non-verbal conventions to communicate.

In *Literacy* (Access 3), learners will deliver simple spoken communication which:

- ◆ contains a few ideas or a set of ideas
- ◆ contains familiar vocabulary
- ◆ uses simple expression
- ◆ is organised
- ◆ uses non-verbal conventions

In *Literacy* (National 4), learners will deliver straightforward spoken communication which:

- ◆ contains several ideas
- ◆ contains supporting detail
- ◆ contains straightforward vocabulary
- ◆ uses straightforward expression
- ◆ is organised
- ◆ uses non-verbal conventions

In *Literacy* (National 5), learners will deliver complex spoken communication which:

- ◆ contains several ideas or a set of ideas
- ◆ contains considerable detail
- ◆ contains complex vocabulary
- ◆ uses complex expression
- ◆ is organised
- ◆ uses non-verbal conventions

Appendix 3: Writing — aspects of formal continuous prose

Access 3	Access 3	National 5
Punctuation	Punctuation	Punctuation
Full stops, commas, question marks, exclamation marks, capital letters, as appropriate.	As for Access 3 plus inverted commas, apostrophes, as appropriate.	As for Access 3 plus colon, semi-colon, brackets, as appropriate.
Grammar	Grammar	Grammar
Using appropriate sentence structure and word choice.	As for Access 3 plus appropriate use of longer sentence structures and more formal word choice.	As for Access 3 plus appropriate use of more complex sentence structure, active/passive voice, use of third person, subordinate clauses
Organisation	Organisation	Organisation
Using appropriate titles, introductions, paragraphs, conclusions.	As for Access 3 plus appropriate use of topic sentences, layouts, specific formats, eg science reports.	As for Access 3 plus appropriate use of active/passive, use of third person, specific formats, eg sections, appendices.

Appendix 4: Suggested web resources

Inanimate Alice	www.inanimatealice.com
Writing Frames	http://www.warwick.ac.uk/staff/D.J.Wray/resources.html
Wordle	http://www.wordle.net/
Reading Strategies	http://www.farr-integratingit.net/Theory/ReadingStrategies/
Active Learning Strategies for Literacy	http://www.ltscotland.org.uk/sharingpractice//literacyacrosslearningstnians/introduction.asp
Knowledge of Language	www.ltscotland.org.uk/knowledgeoflanguage/
BBC Skillswise	www.bbc.co.uk/skillswise/
National Assessment Resource	www.ltscotland.org.uk/learningteachingandassessment/assessment/supportmaterials/nar/index.asp
National Literacy Glow Group	https://portal.glowscotland.org.uk/establishments/nationalsite/Literacy%20and%20English/default.aspx
Scottish Government Literacy Action Plan	www.scotland.gov.uk/Publications/2010/10/27084039/0
HMIE Journey to Excellence	www.journeytoexcellence.org.uk/resourcesandcpd/cpdresources.asp
Bloom's Taxonomy	www.kurwongbss.eq.edu.au/thinking/Bloom/blooms.htm
Scottish Information Literacy Project	http://caledonianblogs.net/information-literacy/
British Film Institute (BFI)	www.bfi.org.uk/education/
Film Education	www.fimeducation.org
An Adult Literacy and Numeracy Curriculum Framework for Scotland	http://www.aloscotland.com/alo/files/ALNCurriculumFramework.pdf
Scotland on Screen	www.scotlandonscreen.org.uk
Scottish Screen — Best of Scottish Shorts	www.scottishfilms.com
Games-based Learning	www.ltscotland.org.uk/usingglowandict/gamesbasedlearning/consolarium.asp
The Daily What online newspaper	www.thedailywhat.org.uk

Administrative information

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Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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