

# Comparative document

(Version 1.0 April 2012 compared with Version 1.1 April 2014)

**English: Creation and Production (Higher) Unit**

**SCQF:** level 6 (9 SCQF credit points)

**Unit code:** H23T 76

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

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## English: Creation and Production (Higher) Unit

**SCQF:** level 6 (9 SCQF credit points)

**Unit code:** [H23T 76](#)

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### Unit outline

The general aim of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex texts in both written and oral forms.

Learners who complete this Unit will be able to:

- 1 Create and produce detailed and complex written texts
- 2 [Participate actively](#) in detailed and complex spoken [activities](#)

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

The *Course Assessment Specification* for the Higher English Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher English Course.

### Recommended entry

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

- ♦ National 5 English Course or relevant component Units
- ♦ Literacy (National 5)

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## Equality and inclusion

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

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## Standards

### Outcomes and assessment standards

#### Outcome 1

The learner will:

##### 1 Create and produce detailed and complex written texts by:

- 1.1 Selecting significant ideas and content, using a format and structure appropriate to purpose and audience
- 1.2 Applying knowledge and understanding of language in terms of language choice and technical accuracy
- 1.3 Communicating meaning at first reading

#### Outcome 2

The learner will:

##### 2 Participate actively in detailed and complex spoken activities by:

- 2.1 Selecting significant ideas and content, using a format and structure appropriate to purpose and audience
- 2.2 Applying knowledge and understanding of language, in terms of language choice
- 2.3 Communicating meaning at first hearing
- 2.4 Using significant aspects of non-verbal communication

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### Evidence Requirements for the Unit

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

For this Unit, learners will be required to provide evidence of their writing and talking skills by:

- ♦ creating at least one written text using detailed and complex written language
- ♦ participating in at least one spoken activity using detailed and complex language

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For Outcome 2 a spoken activity can be an individual talk or a group discussion.

Evidence should be gathered in combination with other Outcomes where possible, either from this Unit or in combination with the Outcomes from the *English: Analysis and Evaluation* (Higher) Unit. Evidence may also be gathered for individual Outcomes where appropriate.

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<#>at least one spoken interaction using detailed and complex language¶

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

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

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

### 1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

### 5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

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

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## Administrative information

**Published:** April [2014](#) (version 1.1)

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
<a href="#">1.1</a>	<a href="#">Page 1- 3 Unit outline, and Standards: Title of Outcome 2 changed from 'Take part in detailed and complex spoken interactions' to 'Participate actively in detailed and complex spoken activities'</a>  <a href="#">Page 3 – Evidence requirements for the Unit: guidance added to make it clear that the spoken activity can be an individual talk or group discussion</a>	<a href="#">Qualifications Development Manager</a>	<a href="#">April 2014</a>

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

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