



Scottish Certificate of Education

**Standard Grade Revised Arrangements in
English – Spoken**

Foundation, General and Credit Levels in and
after 1994

These Arrangements for 0890 01(English-Spoken Standard Grade) are valid for
diet 2009 and 2010 **only**. This Course will be removed from the NQ Catalogue
after diet 2010.

STANDARD GRADE ARRANGEMENTS IN ENGLISH – SPOKEN

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These arrangements are intended to supplement the arrangements for Standard Grade English.

Introduction

In March 1990 a Joint Working Party (JWP) was established to develop a course based on Standard Grade English, but which would use only spoken, as opposed to both spoken and written, English and would be suitable for candidates with significant difficulties in reading and/or writing. In November 1991, the Report of the JWP was issued for comment.

In preparing these Arrangements, the Board has taken account of the observations received and has amended the proposals as appropriate.

Examinations based on the course will be available to all candidates in and after 1994, with the proviso that presentation in the same year for this course and for Standard Grade English will be mutually exclusive.

Section 1

Aims of the Course

1 Aims of the Course

- 1 1** The aims of this course are essentially the same as those of Standard Grade English. As with Standard Grade English, the course should enrich the lives of pupils, contribute to their personal and social growth, and enable them to develop skills to the highest possible level, through a variety of language experiences. In so doing, it should make them aware of the main ways in which language works in their lives. In following this course, pupils will continue to develop their reading and writing skills. The course will also address their specific needs to allow the pupils to develop the skills which they will require in continuing their education and in later life, including listening with understanding, spoken presentations and the skills involved in dictating. These aims are most likely to be achieved in situations which encourage in pupils qualities such as resourcefulness, cooperativeness, ambition and mutual respect.

This course has been designed for pupils whose difficulties with reading and writing are so significant as to make Standard Grade English inappropriate, given that two of the three elements of Standard Grade English are underpinned by these skills. Accordingly, in this course the Reading and Writing elements are replaced with alternatives which will allow pupils to operate in modes in which they are more proficient. Pupils requiring these arrangements might include those with specific learning difficulties of a long-standing nature, such as dyslexia or receptive aphasia, and those with other forms of special educational needs such as visual impairment without the ability to use braille. This selection is given purely for purposes of illustration and is by no means exhaustive. It should be borne in mind that some pupils who have these needs may be better served by Standard Grade English. Presenting centres are therefore advised to consider, prior to embarking on this course, the option of presenting for Standard Grade English. The final decision should be taken as a result of consultation involving parents, professionals and the pupils themselves.

Section 2

Course Structure

2 Course Structure

- 2 1 The Arrangements for Standard Grade English incorporate the three elements of Reading, Writing and Talking. In this course, **Reading** is replaced by an element entitled **Understanding**, and **Writing** by an element entitled **Communicating**. The element Talking, both in its role within the course and in the manner of its assessment, is the same in this course as in Standard Grade English and its retention is justified in section 2 3 2. Understanding and Communicating, while providing close parallels to the elements of Reading and Writing, both have certain aspects which are unique to this course. The remainder of this section gives the flavour of what these elements contribute to the course.

The importance of structure in the course has to be recognised. Language skills, whether oral or written, do not simply mature. Their development requires conscious cultivation. There is, therefore, a place for the teaching and application of techniques. The point is that awareness of the need for these techniques arises out of the contexts of the course.

In the provision of these contexts in this course, literary texts remain of central importance, albeit through audio-visual material. They offer the vicarious experiences through which the teacher pursues the main, subtly-linked aims of English. Pupils therefore are required to demonstrate an understanding of such language experiences and texts gained through audio-visual means and to demonstrate this understanding orally. These are not, however, the only opportunities available. Any situation or activity is valuable if, through the processes of language, it can develop the skills of the pupils who participate in it.

The content of this course is essentially the same as that of Standard Grade English. There are differences however which lie mainly in the presentation of the material and in the means by which the pupil responds. In this way, the course is more appropriate for the pupils concerned. However, consideration should be given to the place of the teaching of basic skills in reading (see the 8th paragraph of section 2 2 1) and writing (see the 8th paragraph of section 2 3 1) for each pupil. The teaching of reading and writing is unlikely to be the responsibility of the English teacher alone but will involve learning support staff and other subject teachers.

Assessment in English is a continuing process and is very much part of teaching. Its main purpose in the classroom is to help the teacher and pupil to find ways of improving the pupil's learning. Provision of such assessment would be part of the structure of the course.

2 2 Understanding

2 2 1 Preparation and Planning

Imaginative Literature

The main resource in the teaching of English is imaginative literature. This remains equally valid for pupils whose access to such literature is often through audio-visual means. In the contexts which imaginative literature offers for reflection on human values and behaviour, it provides opportunities for personal and social growth which are vital to pupils coping with the limitations and restrictions arising from their specific learning difficulties. At the same time, it can provide activities for the exercise of talk and a stimulus for communicating.

Teachers, knowing the needs and experiences of their pupils, can identify those texts most likely to be fruitful but it is important that, where possible, the texts chosen should be the same as those studied by pupils following the Standard Grade English course. This is particularly important in the integrated setting and allows all pupils to participate in the discussion and other activities which might follow. For example, in the study of a novel or short story, the pupil following this course might listen to a recording either in a quiet area or with headphones, rejoining the body of the class for a section being read aloud and discussed by the teacher or, and equally appropriately, the whole class might listen to a recording of part of a play or watch a video presentation of a piece of drama. It is important to keep in mind that the methods by which materials are presented to pupils on the course are often equally relevant to all members of the group.

Just as pupils are encouraged to keep a note of their general reading, so the pupils following this course should keep a spoken or pictorial record of the plays, poems, novels, etc, they have experienced. Those pupils with some skills in writing should be encouraged to make written notes also, where appropriate.

Standard Grade English emphasises personal choice in reading material. To provide as wide a variety of texts as possible on cassette or video, the teacher may be involved in considerable pre-planning in order to exploit the available resources within the school, local libraries, advisory centres etc. Where possible, a brief description of the material available should be put on tape so that a pupil has a context in which to make an appropriate choice. Such description might take the form of shortened versions of blurbs or simply an indication of the type of story and a few sentences on the content.

The different genres should be well represented in the course. Prose and drama are widely available on cassette and video. It is recognised that any text used in this way is of necessity 'mediated' and, in addition, that it may be interpreted or altered in subtle ways in the process of its production. But the emphasis on the use of such mediated texts within this course (as so often in the classroom use of media-supported texts in Standard Grade English) is less on the media artefact as such than on aspects of plot, incident, character, language and so on. It is simply a strategy for making texts more accessible to a range of pupils. Literature is, of course, the stimulus for many other activities in English but, where pupils are making a critical study of it through audio-visual means, the integrity of the actual text is central; structure, word choice and other aspects of the writer's craft (albeit in mediated form) should be given focus in discussion.

An appreciation of poetry can be strongly developed through the use of tapes. It is important as a means of defining experience and enabling pupils of all levels of ability to see the ambiguities, contradictions, highly individual prejudices, attitudes, feelings and ideas of which poetry allows the expression. Pupils following this course should be positively encouraged to compose poetry as a means of exploring their own identities, using some of the forms and structures familiar to them from poetry readings.

BBC/ITV Schools Programmes are useful sources of material. English and learning support staff may also work together to produce their own recordings, perhaps making use of work originating in the class.

Imaginative prose will be the most widely used form (usually novel and short story). Wherever possible the recorded material should be accompanied by well laid out texts so that even modest reading skills can be sustained and developed.

The text, if it is of any length, will certainly have to be divided into manageable sections. The radio or television serial could provide a useful model here, the recapitulation which normally takes place before each episode being replaced by a pupil always recording a summary of what has just been listened to. This could then be played back before the start of the next 'episode'.

Just as with pupils studying for Standard Grade English, it is particularly important to set a context for the text. Where listening is an alternative to reading, it can be even more important that pupils do not always come 'cold' to de-contextualised material.

Other Kinds of Texts

A pupil listening to a text or message applies the same mental processes to it as a reader in establishing facts, in making inferences and in evaluating the truth and value of what has been said. These activities are occurring simultaneously and assisting the listener or reader to grasp the overall meaning of the text. Techniques such as group predictions can encourage the listener to be alert to the whole context of the text in seeking the meaning of any of its parts.

There is, however, a crucial difference between listening and reading, ie the impermanence of the message. The teacher, therefore, must introduce the pupil to techniques of intervention, means whereby the listener can catch the message, process it, store and clarify it, and sort its information for future use.

The playback facility of the tape recorder is a useful tool for teachers since it allows them or the pupils themselves to intervene actively in the listening process, to locate and concentrate on particular parts of the message, to check first impressions. It helps to give the listener something of the analytic power that the reader has over the printed text.

To develop the ability to process the message, the teacher can devise assignments in which pupils are given clear tasks to undertake at each stage of the listening. Before the message is uttered, the assignment may be introduced with preparatory discussion or questions which enable the pupils to establish the context of the topic. The delivery of the message/text may be divided into stages with tasks to be completed at the end of each stage (simple oral answers locating information, prediction, identification of a feature). The message may be repeated or played back with different tasks, if required. Pupils should be given as much opportunity as possible in whole class activities to practise their listening skills, eg chairing a meeting or reporting back in group discussions.

As well as encouraging the listeners to make full use of their opportunities for reflection, there is also a need to develop some nimbleness in thinking ahead when listening. It is important to make use of clues that have already been reached in order to anticipate what will come next. For that reason, the technique of prediction may prove of even greater value to pupils following this course. An assignment could make use of the common practice of halting a piece of prose, drama, etc at various stages and asking the listener to come to a conclusion about what is most likely to happen next.

2 2 1 (continued)

As with the preparation for reading, the teaching should focus on the genre and purposes of the texts, since this determines the structure, tone, language, etc. The discussion should include not only the terms associated with the written text such as figurative language, analogy and symbol but also techniques such as the use of pause, intonation, pace, pitch, variety, which help underline the purpose of the spoken text. This equally applies to the teaching of imaginative literature.

Just as pupils are taught to prime themselves for reading, they should likewise be alerted to linking and signposting devices in listening. Signalling words, such as ‘moreover’, ‘nevertheless’, ‘but’, ‘indeed’, obviously convey the connection between ideas, but matters such as the use of the effective pause, change of tone, and emphasis should also be included.

Samples of language from the pupils’ own lives remain important. Clearly, real life products such as magazine, newspapers and holiday brochures may be accessible only with the help of a reader, but they could be readily replaced by news broadcasts, weather forecasts, TV holiday advertisements. It is important to bear in mind that texts for close reading need not be restricted to audio-tape.

There is real value in the experience of debate, argument, and discussion of topical issues to be found in television programmes. Such programmes also give an opportunity to become aware of non-verbal aspects of communication.

2 2 2 Purposes of Understanding

Pupils should have access to an understanding of texts through audio-visual means.

They will be expected to listen for a variety of purposes:

- to gain overall impression of gist of a text
- to grasp ideas or feelings implied in a text
- to evaluate the writer’s attitudes, assumptions, and argument
- to appreciate the writer’s/artist’s craft
- to enjoy and obtain enrichment from a text.

Texts may be read or presented as audio-cassette, film, or radio broadcast but in the case of film or radio a clear distinction should be drawn between the study of the writer’s craft which would allow only recordings of the actual written text and the study of the director’s/producer’s craft which would more properly relate to media studies.

Some of the purposes may present difficulty. As already stated, it seems unlikely that a pupil with special educational needs would have access to the same breadth of material as other pupils when looking for information. Authorities, therefore, must consider the development of suitable materials to ensure that as wide a variety of texts as possible is available on cassette or video.

2 2 3 Techniques of Assignment

Pupils should keep a record of the texts they have studied. This would form the basis of a discussion with the teacher which would allow assessment of the degree to which they have been understood and the extent to which each pupil has benefitted from them.

Whether a text has been understood will be revealed in the ability of the pupil to respond to it in communication, discussion or in carrying out instructions. The questioning and instruction could be recorded.

Exercises in listening for understanding may be used for assessment purposes but they should be:

- accessible and interesting to the pupil
- of an appropriate length, but having some unity suited to spoken delivery
- appropriately divided where necessary; and
- designed to allow assessment items to be formulated in a way which suits a text which is being delivered orally.

2 3 Communication

2 3 1 Preparation and Planning

The Arrangements for Standard Grade English emphasise the value of real language products in the English classroom, and these are particularly important where the aims and purposes of writing are to be fulfilled by the spoken word. The pupil will, through the production of taped material, be expected to convey to the listener the range and variety of purposes and effects normally conveyed through writing. However the pupil should also be aware of the conventions of written language.

As with any preparation for writing, the teaching should focus on the different purposes of texts. The texts and messages we respond to in everyday life may set out to inform, or to persuade, or to record. These purposes determine everything about the spoken, as they do about the written, text: its structure; tone; the nature of the language used; the use of metaphor, alliteration, rhythm, balance and other rhetorical devices; the register; the balance of fact and opinion; whether the terms are value-laden or not. Discussion of spoken texts with pupils should therefore be sharply concerned with purpose, using examples drawn from a resource bank of items from commercial recordings, radio and television, to which the pupils themselves should be encouraged to contribute.

Such discussion of forms and purposes need not, of course, be confined to pupils with specific language difficulties, but will be valuable in a wide range of language activities in which teachers already engage with their pupils, using media products. However, to help pupils with difficulties to move successfully from listening to messages, to active communication of their own messages, particular attention should be paid to ensuring that they can prime themselves for listening and so come to recognise the importance of such structuring devices as programme titles, introductory remarks, key paragraph or sentences, and summarising statements. They should become alert also to the linking and signposting functions of words and phrases within and between elements (eg 'secondly', 'moreover', 'on the other hand') and to devices for linking ideas, including intonation and pauses. Such techniques should become increasingly apparent in the texts produced by the pupils themselves on tape and confidently related to the particular purpose(s) of the communication.

2 3 1 (continued)

English teachers are already aware that a real audience and purpose for a piece of writing almost always means a higher standard of performance. While this may continue to be possible in some contexts with taped texts (eg a taped 'letter' to relatives overseas), in other cases the pupils will need help in defining an imaginary audience and purpose for their communication and in evaluating their own performance in terms of how these have been addressed.

Before that point is reached, however, the teacher will have done much to provide a context for the communication. Frequently this will be little different from the stimulus used with other pupils not following this course, eg the sharing of a text, or a discussion on a popular issue, watching a video or recalling an outside visit, to help ensure that each pupil has enough ideas to give body to the communication, whether written or spoken. The shape may well come from one or more models of the type of composition proposed, which the pupil may freely adapt to his or her purposes.

There is value also in establishing a recognisable outcome for the finished piece of work. In some cases pupils may be satisfied that the work is contributing to their individual course work, with some pieces produced in audio form and others having a written end product. At other times, it may contribute to a class display with or without visual support.

As with writing, the process of drafting and redrafting is crucial, and seen as an essential aspect of the creative process of finding words and rhythms for experiences or ideas that cannot be expressed in any other way. Pupils should be taught to listen to their words replayed or read back to them, and constantly ask themselves, 'Is this what I meant to say?', 'Do those words sound the way I think or feel about this topic?'.

In the difficult process of modifying structure and form, some pupils may find it helpful to take notes, to draw up flow charts, symbol maps or picture cues which help them, in a physical sense, to reorder or develop pieces of text. Such note-taking and 'photo-writing' should aid pupils in maintaining and developing literacy skills they possess. Again, as with many classroom techniques developed for pupils with learning difficulties, such an approach to planning may also be helpful to other pupils following the Standard Grade English course.

2 3 2 Purposes of Communicating

Before looking in more detail at the purposes of communicating, and the effect of the spoken mode on assessment procedures, it may be useful to discriminate between the internally-assessed element of Talking and the externally-assessed aspects of communicating normally covered in Writing.

Both Talking and Writing are expressive forms, and in the Standard Grade English documentation have the same broad purposes, namely:

- to convey information;
- to deploy ideas, expound, argue and evaluate;
- to describe personal experience, express feelings and reactions;
- to employ specific literary forms.

2 3 2 (continued)

However, talk as the medium of recording a pupil's response (which would normally be written), **is** different from talk assessed in the classroom, chiefly in its social context and purpose. In one-to-one talk, solo talk to an audience, and group discussion, the speaker will always have the response and support of fellow participants in the situation and will be assessed on his/her ability to handle both the interactive and the discursive skills involved. Making a record of a personal response to an imagined or unknown audience is a very different skill, however, and the effects to be assessed in such a task are very different. It seems advisable, therefore, to retain Talking as a separately assessed element in this course, for both social and educational reasons.

The candidate following this course will not be unduly advantaged in the immediate classroom context of solo-talk to audience, given the usual criteria of clarity, confidence and, particularly, the need to be responsive to the reactions of the immediate audience. (Any advantage the candidate may be thought to have gained from additional focus on spoken communication should be offset by lack of access to recreational reading as a source of ideas and arguments, on which pupils following the Standard Grade English course can draw.)

Of the four main purposes of Writing outlined above, the last would seem to present most problems in spoken communication: what specific literary forms can be reasonably expected here? Short stories and dramatic monologue or dialogue (with partners) are possibilities, and the imaginary newspaper report on a fictional event or actual issue could become a radio report or even taped 'voice-over' to video pictures. The radio 'Letter from America' has become almost a literary form in its own right, combining reflection on contemporary social or political issues, with personal or autobiographical comment within the twin disciplines of time and organisation. Reports, instructions, a range of 'magazine' ideas ranging from interviews to recipes, advertisements and film or book reviews, as well as imaginative recreations of events in literature (for example, from another character's point of view) would all seem feasible.

The language activities listed below provide interesting and challenging tasks in the spoken mode. The tasks also provide assessment evidence across a spread of attainment. Pupils should be able to demonstrate their ability to communicate orally in order to:

- describe their own experience
- explore the experience of others
- give instructions
- give information; and
- express their views.

2 3 3 Techniques of Assessment

Strengths and weaknesses in communication will soon become apparent to both teacher and pupils, particularly if purpose, context and language use have been clarified at an early stage, as suggested above. It should be possible for the teacher to record the outcome of formative and diagnostic assessments of strengths and weaknesses on the same pupil profiles as are used for pupils following the Standard Grade English course. Some pupils may also benefit from keeping a taped 'log' of their own comments, memos and assessment of progress.

As with response to pupils' writing, the teacher's response to taped work will vary in such ways as:

- a 'light' recognition of work satisfactorily completed
- careful correction of weaknesses, showing how they may be improved
- concentration on one particular feature; or
- full assistance with redrafting.

Such teacher comment may sometimes have to be recorded on tape, or noted and read back orally at a later point, as it may not always be possible to respond immediately to the pupil's performance in the classroom situation. This is also the case with writing, of course, and can have the positive effect of giving the pupil more responsibility for improving on an early effort. Immediate classroom guidance can also be recorded while it is being given, and replayed later by pupils as they begin to follow up on the teacher's advice.

The overriding needs are that the teacher should:

- take account of context, purpose and audience
- start by being sensitive to the ideas that pupils are trying to express, and help them to express them
- regards 'mistakes' as stages in progress
- give praise for what has been achieved
- look for 'gaps' that cause the meaning to become confused; and
- develop in pupils the habit of proof-listening to their own work, sometimes in consultation with friends.

Grade Related Criteria for Communicating also help to clarify for both teacher and pupils the decisions to be made in the construction and selection of folio pieces for external assessment.

Since a taped text or compilation of texts is less readily accessible than a written page, the teacher and pupils following this course will have to develop a mutually comprehensible system of record-keeping and storage procedures, possibly colour-coded, and probably using short tapes at an early stage of drafting a given assignment.

Section 3

Assessment for Certification

3 Assessment for Certification

3 1 Introduction

As with the structure and content of the course, the approaches to assessment and moderation have been designed to be comparable with those of Standard Grade English. The pattern of assessment is also retained and is as follows:

3 2 Pattern of Assessment

All three elements will be formally assessed and will contribute equally to the final award. There will be three forms of assessment for certification for all candidates:

- internal assessment of **Talking**
- external assessment of a folio of coursework in **Understanding** and **Communicating**
- external examinations in **Understanding** and **Communicating**.

The requirement for presenting centres to indicate to the Board the Level(s) at which candidates will be presented for Understanding, and the implications of these decisions, will be the same as for Reading in Standard Grade English.

All candidates will be required to compile and submit to the Board by a date indicated by the Board, a folio on tape containing the items specified below.

3 3 Folio of Coursework

3 3 1 Understanding

Candidates will be assessed on their responses to whole texts which they have studied in class. They will be required, as in Standard Grade English, to submit **three** pieces of work in this category, as follows:

- **two** critical evaluations of literary texts, each of a different form, ie poetry, drama or prose (fiction or non-fiction); and
- **one** further critical evaluation of a literary text, from any form **or one** critical evaluation of media text or texts (film, radio or television programme or programmes) **or one** imaginative response to a literary text or texts.

One or more of the three pieces may be on a text or texts of the candidate's own choice and/or studied independently. All three pieces will be assessed as evidence of performance in Understanding.

3 3 2 Communicating

Candidates will be required to submit **two** finished pieces of work:

- **one** of a broadly transactional/discursive kind (focusing on one or other of the first two purposes listed in section 2 3 2); and
- **one** of a broadly expressive/imaginative kind (focusing on one or other of the latter two purposes listed in section 2 3 2).

3 3 2 (continued)

Other matters relating to the compilation of the Folio and the contribution of items within it to the assessment of Understanding and Communicating, correspond to the requirements, as applied to Reading and Writing, described in the Revised Arrangements in English on the Standard Grade issued by the Board in November 1987.

3 4 External Examination

3 4 1 Understanding

In addition to the folio of coursework, Understanding will be assessed by external examination. This will consist of tests at each of Foundation, General and Credit Levels. Each test will last for 1 hour 15 minutes and will consist of an orally presented text with accompanying questions, designed to identify levels of performance described in the Grade Related Criteria. The texts will sample a range of Understanding tasks and the questions will sample the various purposes of Understanding as identified in section 2 2 2. The nature of the passages used may vary from year to year, using literary, journalistic or discursive material. Candidates will provide their answers on tape.

In reaching an overall grade for Understanding, performance in the external test and in the Understanding component of the Folio will receive equal weighting.

3 4 2 Communicating

In addition to the folio of coursework, Communicating will be assessed by external examination. The same examination will be attempted by all candidates. It will last for 1 hour 15 minutes and will be in the form of a number of pictorial or other stimuli from which the candidate will choose one. They will be accompanied by suggestions as to how the task may be undertaken. These suggestions will be contained on a tape supplied by the Board or may be read out at the time of the examination by a reader provided by the presenting centre. Candidates will record their responses on tape. Performance will be assessed according to the Grade Related Criteria.

In reaching an overall grade for Communicating, performance in the external test and in the Communicating component of the Folio will receive equal weighting.

3 5 Talking

The arrangements for the assessment and moderation of Talking will be identical to those currently operating for Standard Grade English.

Section 4

Grade Related Criteria

4 Grade Related Criteria

4 1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

4 2 Types of GRC

Summary GRC are broad descriptions of performance. They are provided as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are detailed descriptions of performance. They are intended to assist teachers in making their assessments for each element, and to be used by examiners when conducting external assessment.

4 3 Application of GRC

GRC are defined at three Levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given Level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory, standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

The GRC state, for purposes of national certification by the Board, the standards of unaided performance required at the end of a two-year course. It follows that their principal application is summative, both for the Board and for individual English departments. Teachers will find them of use in their own classroom assessments.

4 4 Use of GRC by English Departments

GRC will be used for certification purposes by English Departments:

- to assist in the process of selecting folio pieces
- to assess Talking internally
- as a basis for providing the Board with estimates of performance in Understanding and in Communicating.

GRC are generalisations: they assimilate aspects of the mode, and attempt to sum up and characterise the **typical** performance. Where impression assessment techniques are used, their application depends on the professional judgement of the assessor. They cannot explicitly provide for all the ways in which strengths and weaknesses compensate for, and combine with, each other in individual performance within the same grade range. Therefore, application of the GRC will in practice call for a continual process of adjustment by the teacher to arrive at a holistic assessment of a pupil's performance.

4 5 Understanding – Summary GRC

Foundation Level (Grades 6, 5)

The candidate demonstrated in spoken communication some evidence of understanding whole texts and shorter presentations: these were brief and readily understandable, were related to personal interests and dealt with relationships or ideas in a straightforward way. Grasp of ideas and appreciation of purpose and technique were rudimentary. The candidate showed traces of a personal response to what had been heard/viewed.

General Level (Grades 4, 3)

The candidate demonstrated in spoken communication a fair understanding of whole texts and shorter presentations. These were on the whole readily understandable, were mainly related to personal interests and dealt with relationships or ideas in a straightforward way. Grasp of ideas was on the whole adequate and there was appreciation of some obvious aspects of purpose and technique. The candidate made a reasonably developed statement of personal response to what had been heard/viewed.

Credit Level (Grades 2, 1)

The candidate demonstrated in spoken communication a good understanding of whole texts and shorter presentations. These went beyond what was readily understandable or related to personal interests: they sometimes featured unfamiliar, abstract ideas and complexity of structure and tone. Grasp of ideas was firm and there was sound appreciation of purpose and technique. The candidate made a perceptive and developed statement of personal response to what had been heard/viewed.

4 6 Communicating – Summary GRC

Foundation Level (Grades 6, 5)

In finished work, the candidate managed to convey meaning largely at the first encounter despite formal errors and weaknesses. The communication was limited in ideas and language, but showed a few signs of awareness of the requirements of the task. The candidate was able to sustain the communication to a limited degree.

General Level (Grades 4, 3)

In finished work the candidate conveyed meaning at the first encounter. There were some formal errors and weaknesses, but the communication was mostly successful. Ideas and language were on the whole adequate and the work demonstrated a reasonable attention to the requirements of the task. The candidate was able to sustain the communication to a degree appropriate to the task.

Credit Level (Grades 2, 1)

In finished work the candidate conveyed meaning clearly at the first encounter. Formal errors were insignificant and the communication was successful. There was some distinction in ideas and language. The work demonstrated a detailed attention to the requirements of the task. Where appropriate, the candidate sustained the quality of the communication to a considerable degree.

4 7 Description of Grades

These describe performance within Levels. They apply to each element.

- | | |
|---------|--|
| Grade 6 | The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance. |
| Grade 5 | The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance. |
| Grade 4 | The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance. |
| Grade 3 | The candidate has met the criteria for General Level, demonstrating a high overall standard of performance. |
| Grade 2 | The candidate has met the criteria for Credit Level, demonstrating a satisfactory standard of performance. |
| Grade 1 | The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance. |

4 8 Understanding – Extended GRC

4 8 1 Extended Responses to Texts

The term ‘text(s)’ should be taken to refer to poetry, drama and prose (both fiction and non-fiction) and also to films and radio and television programmes.

Foundation Level (Grades 6, 5)

The quality of the text(s) chosen should allow the candidate to demonstrate the following skills:

a) *Critical Evaluations*

As appropriate to the purpose of the assignment, the candidate can:

- display some familiarity with the text(s): this appears in the statement of one or two of its main ideas and/or purposes and through reference to one or two relevant areas of content; show a little ability to relate detail to the overall context of the work(s) studied
- make a statement about at least one aspect of the text(s) that has affected him or her; this conveys traces of a genuine personal response
- identify one or two features of technique which contribute to some obvious effect: this is accompanied by some reference to the text(s) and/or quotation
- display some signs of awareness of the purpose and nature of the assignment; some of what is selected from the text(s) is relevant and a degree of attention is given to what is important; the response is sustained to a limited degree.

b) *Imaginative Responses*

The candidate can display, as appropriate, some familiarity with the text(s) through allusion to one or two relevant areas of content and recognition of one or two of the main ideas and purposes. There are some signs that account has been taken of the purpose and nature of the assignment.

Factors Differentiating Grades 6 and 5

a) *Critical Evaluations*

Grade 6	Grade 5
The candidate's grasp of main ideas and/or purposes is tenuous.	The statement of main ideas and/or purposes displays a basic grasp.
The statement of personal reaction lacks clarity but conveys a recognisable stance in relation to the text(s).	The statement of personal reaction is brief but clear.
Awareness of technique is detectable, but tends to appear implicitly.	Awareness of technique is conveyed explicitly in simple, non-technical language.
Awareness of purpose appears briefly and/or implicitly.	There is at least one explicit reference to the purpose of the assignment.

b) *Imaginative Responses*

Grade 6	Grade 5
The candidate displays very little skill in using the chosen literary medium; there are fleeting signs of:	The candidate displays limited skill in using the chosen literary medium; nevertheless there is a little evidence of:
<ul style="list-style-type: none"> • familiarity with the text(s) • awareness of technique • powers of organisation. 	<ul style="list-style-type: none"> • familiarity with the text(s) • awareness of technique • powers of organisation.

General Level (Grades 4, 3)

The quality of the text(s) chosen allows the candidate to demonstrate the following skills.

a) *Critical Evaluations*

As appropriate to the purpose of the assignment, the candidate can:

- display an acceptable familiarity with the text(s): this appears in a statement of its main ideas and purposes and through reference to some relevant areas of content; show some ability to relate detail to the overall context of the work(s) studied
- make a reasonably developed statement about aspects of the text(s) which have affected him or her: this conveys the sense of a genuine personal response and is accompanied by some reference to pertinent features of the text(s)
- identify individual features of technique and explain their effects, using basic critical terminology where appropriate: this involves the brief explication of obvious stylistic devices and is accompanied by some reference to the text(s) and/or quotation
- organise the response so as to take some account of the purpose and nature of the assignment: most of what is selected from the text(s) is relevant and adequate attention is given to what is important; the response is a reasonably extended one.

b) *Imaginative Responses*

The candidate can display, as appropriate, an acceptable familiarity with the text(s) through allusion to some relevant areas of content, some attention to the main ideas and purposes, and occasional evocation of mood and tone; some awareness of technique appears through the use of more obvious stylistic devices. Organisation takes some account of the purpose and nature of the assignment.

Factors Differentiating Grades 4 and 3

a) *Critical Evaluations*

Grade 4	Grade 3
The statement of main ideas and purposes is less complete or less correct than at Grade 3.	The statement of main ideas and purposes is reasonably comprehensive and accurate.
The statement of personal reaction is more superficial and generalised than at Grade 3.	The statement of personal reaction displays a degree of insight.
Use of basic critical terminology falters on occasion.	Use of basic critical terminology is reasonably assured.
A sense of the purpose of the assignment is present but not explicitly acknowledged throughout.	There is clear reference throughout to the purpose of the assignment.

b) *Imaginative Responses*

Grade 4	Grade 3
The candidate is less confident in using the chosen literary medium; there is some evidence of:	The candidate displays some skill in using the chosen literary medium; there is clear evidence of:
<ul style="list-style-type: none"> • familiarity with the text(s) • awareness of technique • powers of organisation. 	<ul style="list-style-type: none"> • familiarity with the text(s) • awareness of technique • powers of organisation.

Credit Level (Grades 2, 1)

The quality of the text(s) chosen should allow the candidate to demonstrate the following skills.

a) *Critical Evaluations*

As appropriate to the purpose of the assignment, the candidate can:

- display a thorough familiarity with the text(s): this appears, for example, in the analysis of its main ideas and purposes and through detailed reference to relevant areas of content; show an ability to relate significant detail to the overall context of the work(s) studied
- give a perceptive and developed account of what he or she has enjoyed in and/or gained from the text(s): this clearly conveys the sense of a genuine personal response and is substantiated by reference to pertinent features of the text(s)
- demonstrate awareness of technique by analysis, using critical terminology where appropriate: this appears in full and perceptive explication of stylistic devices substantiated by detailed reference to the text(s) and, where appropriate, apt quotation
- organise the response in such a way as to reflect, accurately, the purpose and nature of the assignment: this appears in an ability to select what is relevant in the text(s) and give due weight and prominence to what is important; the response is a substantial but not an over-extended one.

b) *Imaginative Responses*

The candidate can display, as appropriate, a thorough familiarity with the text(s) through detailed allusion to relevant areas of content, sustained attention to the main ideas and purposes and sensitive evocation of mood and tone; awareness of technique appears through skilled deployment of appropriate stylistic devices: organisation accurately reflects the purpose and nature of the assignment.

Factors Differentiating Grades 2 and 1

a) *Critical Evaluations*

Grade 2	Grade 1
Analysis of main ideas and purposes is full but less penetrating than at Grade 1.	Analysis of main ideas and purposes is thorough-going and precise.
The account of personal reaction is discerning but less fully realised than at Grade 1.	The account of personal reaction displays a high level of sensitivity and self-awareness.
Use of critical terminology is generally accurate but occasionally lacks the sureness of touch which is characteristic of Grade 1.	Use of critical terminology is confident and accurate.
Everything is relevant to the purpose of the assignment but there is some disproportion of constituent parts.	There is an overall proportion and coherence in the structure of the response.

b) *Imaginative Responses*

Grade 2	Grade 1
There are occasional lapses in the candidate's control of the chosen medium; nevertheless, the response demonstrates a high level of:	The candidate is confident and accomplished in the use of the chosen literary medium; the response consistently demonstrates:
<ul style="list-style-type: none"> • familiarity with the text(s) • awareness of technique • powers of organisation. 	<ul style="list-style-type: none"> • familiarity with the text(s) • awareness of technique • powers of organisation.

Foundation Level (Grades 6, 5)

Nature of Texts

The candidate can understand texts that are, for the most part, brief and readily accessible, related to personal interest and experiences, dealing with concrete human relationships or containing clearly presented ideas.

As the nature of the text permits, the candidate can:

- state the main concerns of the text
- state accurately individual items of information from areas of the text which have been clearly defined
- draw an acceptable simple inference from a key statement in the text
- comment simply and intelligibly on an aspect of the viewpoint that has been clearly defined and relate it to personal experience and/or knowledge
- identify a feature (or features) of technique which contributes to some clearly defined effect.

Factors Differentiating Grades 6 and 5

Grade 6

While displaying as appropriate the characteristics essential for Foundation Level, the candidate is less consistent, less clear and more ambiguous in communicating responses than at Grade 5. Overall the performance is more uneven than at Grade 5.

Grade 5

The candidate demonstrates an understanding and some appreciation in responding to particular questions on various aspects of purpose. The responses are more consistent, more comprehensible and more specific than at Grade 6.

General Level (Grades 4, 3)

Nature of Texts

The candidate can understand texts that are accessible as a whole, mainly related to personal interest and experience, dealing with concrete human relationships or containing clearly presented ideas.

As the nature of the text permits, the candidate can:

- make a clear statement of the main concerns of the text
- state accurately in his or her own words (where appropriate) individual items retrieved from the text
- draw a precise inference from a key statement in the text
- comment relevantly on an aspect of the viewpoint that has been clearly defined, and justify the comment from personal experience and knowledge and from evidence in the text
- identify individual features of technique and explain their effects.

Factors Differentiating Grades 4 and 3

Grade 4

While displaying as appropriate the characteristics essential for General Level the candidate's responses are less consistent, less apt in illustration and explanation, and less successful in retrieving, paraphrasing, explaining and justifying than at Grade 3. Overall the performance is more uneven than at Grade 3.

Grade 3

The candidate demonstrates a clear understanding and a sound appreciation in responding to particular questions on the various aspects of purpose. The responses are more consistent, more relevant and more successful in retrieving, paraphrasing, explaining and justifying than at Grade 4.

Credit Level (Grades 2, 1)*Nature of Texts*

The candidate can understand texts that go beyond what is immediately accessible or related to personal interest and experience. Some of these texts will feature unfamiliar, abstract ideas and complexity of structure and tone.

As the nature of the text permits, the candidate can:

- make a clear concise statement of the main concerns of the text, and show awareness of their inter-relationships
- state accurately in his or her own words (where appropriate) and collate as required, items of information retrieved from the text
- draw a precise inference from a key statement or statements, and substantiate this from evidence in the text
- comment relevantly on some aspects of the point of view, and show some skill in justifying the comment from personal experience and knowledge, and from evidence in the text
- demonstrate some awareness of technique by analysis, using critical terminology where appropriate.

Factors Differentiating Grades 2 and 1

Grade 2

While displaying as appropriate the characteristics essential for Credit Level, the candidate's responses are less consistent, less clear in perception and less full in explanation than at Grade 1. Overall the performance is more uneven than at Grade 1.

Grade 1

The candidate demonstrates a sureness and sensitivity of understanding and appreciation in responding to particular questions on the various aspects of purpose. The responses are more consistent, more perceptive and more substantial (as required) than at Grade 2.

4 9 Communicating – Extended GRC

Foundation Level (Grades 6, 5)

The work shows a few signs of appropriateness and commitment to the purposes of the task.

As the nature of the text requires, the candidate can:

- convey simple information
- present ideas and opinions in concrete personal terms
- convey the gist of a personal experience
- make a bald statement of personal feelings or reactions
- display a rudimentary awareness of the more obvious conventions of a chosen form, and occasionally attempt to use language to achieve particular effects.

A combination of these qualities may be called for by any one task.

Intelligibility and Correctness

The candidate's finished communication conveys meaning largely at first encounter: however, some further attention is necessary because of obtrusive errors of form and/or structural weaknesses, including inappropriate sentence construction and poor vocabulary.

Duration

The communication must be sustained at least to a limited degree, but the overriding consideration should be that the duration is appropriate to the purposes of the task.

Factors Differentiating Grades 6 and 5

Grade 6

Communication contains many errors of form and/or structural weaknesses but they do not overall have the effect of baffling the listener. The conveying of simple information is marked by obscurities and extraneous detail and the presentation of ideas, opinions and personal experience is somewhat rambling and disjointed.

Grade 5

Communication rises a little above basic intelligibility and rudimentary attention to purpose. Errors of form and weaknesses are obtrusive but not as numerous as at Grade 6. Attention to the purposes of the task is weak but the quality of the ideas is perceptibly stronger than at Grade 6.

General Level (Grades 4, 3)

The work shows a general awareness of the purposes of the task. It has a number of appropriate ideas and evidence of structure. Vocabulary is on the whole accurate, but lacks variety.

As the task requires, the candidate can:

- convey information in some kind of sequence
- order and present ideas and opinions with an attempt at reasoning
- give a reasonably clear account of a personal experience with some sense of involvement
- express personal feelings and reactions with some attempt to go beyond bald statement
- use some of the more obvious conventions of a chosen form, and occasionally use language to achieve particular effects.

A combination of these qualities may be called for by any one task.

Intelligibility and Correctness

The candidate's finished communication conveys meaning at first encounter. There are some lapses in form and/or structural weaknesses, including inappropriate sentence construction and poor vocabulary.

Duration

Duration is appropriate to the purposes of the task.

Factors Differentiating Grades 4 and 3**Grade 4**

Communication approaches the qualities of adequacy required for Grade 3 but is clearly seen to be impaired in one of the following ways:

- there are significant inaccuracies in the handling of the conventions of spoken language
- or the work is thin in appropriate ideas
- or the work is weak in structure.

Grade 3

Communication is characterised by overall adequacy. It conveys its meaning clearly and the handling of the appropriate conventions of spoken language is on the whole accurate. There is a reasonably sustained attention to purpose, and the structure shows some coherence. Where appropriate there is a measure of generalisation and objectivity in reasoning.

Credit Level (Grades 2, 1)

The work displays some distinction in ideas, construction and language. This is shown by a detailed attention to the purposes of the task; by qualities such as knowledge, insight, imagination; and by development that is sustained. Vocabulary, structuring and handling of the conventions of spoken language are accurate and varied.

As the task requires, the candidate can:

- convey information, selecting and highlighting what is most significant
- marshal ideas and evidence in support of an argument; these ideas have depth and some complexity; he or she is capable of objectivity, generalisation and evaluation
- give a succinct account of a personal experience: the communicating has insight and self-awareness
- express personal feelings and reactions sensitively
- display some skill in using the conventions of a chosen form, and in manipulating language to achieve particular effects.

A combination of these qualities may be called for by any one task.

Intelligibility and Correctness

The candidate's finished communication conveys meaning clearly at first encounter. Handling of the conventions of spoken language is accurate and errors of form are not significant.

Duration

When it is appropriate to do so, the candidate can sustain the quality of the communication at some length. Communication submitted in the folio of coursework should be substantial but not over-extended. The overriding consideration is, however, that the duration should be appropriate to the purposes of the task.

Factors Differentiating Grades 2 and 1

Grade 2	Grade 1
Evidence of one or more of the qualities of distinction in ideas, construction or language is present but these qualities are less well sustained and/or combined than at Grade 1.	The finished communication is not only clear; it is also stylish.
In the main, communication is substantial, accurate and relevant, but it lacks the insight, economy and style which characterise achievement at Grade 1.	Attention to purpose is not only detailed; it is also sensitive.
	Communication shows overall distinction in ideas, construction and language.
	Vocabulary is apt and extensive, and the handling of the appropriate conventions of spoken language is skilful. In these respects performance transcends the level of accuracy and variety acceptable at Grade 2.