**ENGLISH**
Access 3

**1st edition — published  May 2010**

**National Course Specification**

<div style="text-align:right">✕SQA</div>

## ENGLISH (Access 3)

## COURSE CODE    C270 09

## COURSE STRUCTURE

This Course has two mandatory Units.

| F796 09 | *English: Language Study (Access 3)* | 1.5 credits (60 hours) |
| F797 09 | *English: Literary Study (Access 3)* | 1.5 credits (60 hours) |

In common with all Courses, this Course includes 40 hours over and above the 120 hours for the two component Units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning. This time is an important element of the programme of study and advice on its use is included in the Course details.

## RECOMMENDED ENTRY

Entry to this programme is at the discretion of the centre.

Candidates with specific communication difficulties will have equal opportunity to enter this programme. Wherever possible, activities and assessments within Units will be adapted to allow communication by suitable alternative means.

## CREDIT VALUE

The Access 3 Course in English is allocated 18 SCQF credit points at SCQF level 3*.

*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

---

Additional copies of this Specification (including Unit Specifications) can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.                2

# National Course Specification: (cont)

## COURSE    English (Access 3)

**CORE SKILLS**

Achievement of this Course gives automatic certification of the following:

Complete Core Skills for the Course          None

Core Skill component for the Course          Written Communication at SCQF level 3

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of the Unit Specification for this Course.

# National Course Specification: Course details (cont)

## COURSE English (Access 3)

### RATIONALE

Recognition of the personal, academic and vocational value of English study in the curriculum is widespread. Under the aegis of this subject there are many, often quite different, components including: literature, language awareness, technical skills, media, language for life, drama, oral and aural skills. The scope of such an inclusive subject — both focus of and medium for learning — is enormous.

A determining aim of teachers/lecturers of English is to enable all candidates to develop skills of communicating and understanding. Learning and teaching take place through the spoken and the written word; to acquire and enjoy experience in language, candidates must develop language-handling skills, both receptive and productive, both oral and written.

Candidates require skills which allow them to interpret increasingly complex linguistic and literary forms and to produce increasingly sophisticated and subtle oral and written communications in styles or formats which are appropriate to particular contexts.

Since language is a changing and developing phenomenon and the corpus of literature is ever-growing, the subject itself must evolve to accommodate the constantly changing needs of language users. This involves extending rather than limiting the field and allows for study of the widest possible range of texts and the relating of contemporary products to the literary and linguistic achievements of the past.

English programmes in the National Qualifications framework engage candidates in reflecting on ideas, relationships, feelings, points of view and motivations, and on how language has been used to convey these; candidates are also engaged in producing language to clarify and convey these on a personal level.

The three main broad purposes of language — informative, expressive and imaginative, each of which includes an extensive subset of purposes — inform the structure in the following ways.

### Informative

Candidates will develop skills in conveying and interpreting information for transactional purposes. The need for them to develop these skills is self-evident. Effective communication in contemporary society requires both understanding and command of appropriate vocabulary, structures and styles. In order to achieve this, candidates must be able to recognise specific purposes and the needs of particular audiences.

### Expressive

Candidates will develop the ability to clarify and to articulate — in a wide range of personal, social, educational and vocational contexts — their own wishes, intentions, experiences, reactions, attitudes, ideas, values, and to relate these to the culture of which they are part.

Social and democratic effectiveness relies on ability to recognise, analyse and sometimes to deploy language for persuasive purposes, in reasoned argument, as well as for such specialist uses as advertising and journalism.

# National Course Specification: Course details (cont)

## COURSE English (Access 3)

**Imaginative**

Imaginative uses of language also have great significance for personal and linguistic development. It is an important function of education to help people develop a more mature and sophisticated awareness of the potential of literature and the imaginative output of the media for their intellectual growth, for their appreciation of the complexity of human motivations, actions, emotions, relationships and ideas and for their understanding and use of language as a very versatile and sensitive means of communication.

At Access 3, as at other levels, the candidate's previous attainment provides the starting point. Candidate needs are recognised within a programme which acknowledges increasing maturity. The programme has been constructed in such a way as to provide equal opportunities for all candidates.

## AIMS

In addition to the broad aims contained in the Access 3 rationale, the following aims can be identified in relation to the modes of language.

**Receptive**

*Reading*

Candidates will develop and extend a range of basic reading skills through studying and responding to a wide variety of informational, literary and media texts which contain simple ideas conveyed in appropriate language structures.

*Listening*

Candidates will develop and extend a range of basic listening skills which will be practised in a variety of contexts, for example, watching broadcasts and group discussion of issues and texts.

**Productive modes**

*Writing*

Candidates will develop and extend a range of basic writing skills as they write for a variety of purposes. Study at this level will be characterised by such activities as close consideration of different models and styles, writing for specific audiences and experimenting with imaginative forms.

# National Course Specification: Course details (cont)

## COURSE English (Access 3)

*Talking*

Candidates will develop and extend a range of basic talking skills which will be practised in a variety of contexts which will arise as part of the language and literary study in the programme through, for example, presenting information and opinions and discussion of issues and texts.

The Access 3 English programme of study will fulfil the aims outlined in the rationale and, in so doing, will provide candidates with learning experiences which will promote competence, growth and enrichment. Those candidates who achieve a pass in the Access 3 English Units will possess a range of skills which will fit them for further study, the world of work and future pursuit of linguistic and literary pleasure. In addition, the experience of interacting with teachers/lecturers, peers and a range of texts will encourage broadening of horizons, independent thinking and communicative competence.

The benefits of taking and successfully completing the Units at Access 3 are several:

♦ candidates will have a basis for progression to the next stage of the framework — Intermediate 1
♦ candidates will demonstrate (to themselves, teachers/lecturers, employers) a range of basic skills across a number of purposes
♦ candidates who have undertaken an integrated Access 3 programme of study will appreciate the interrelationship and transferability of skills acquired in individual Units
♦ candidates who have successfully completed an Access 3 English programme of study will possess a basic level of linguistic competence which will enable them to gain entry to other areas of the curriculum at an appropriate level.

## COURSE CONTENT

The successful candidate in an Access 3 programme of study in English will have achieved the Outcomes in each of the component Units:

F796 09      *English: Language Study (Access 3)*                                    (60 hours)

F797 09      *English: Literary Study (Access 3)*                                       (60 hours)

The content of these Units, with the additional 40 hours, constitutes the programme of study. It is not, however, envisaged that Access 3 should be taught in a particular sequence of Units; rather, that the Unit Outcomes should be covered within an integrated programme of study.

## ASSESSMENT

There is no external assessment at Access 3. The assessment of the Units is internal.

# National Course Specification: Course details (cont)

## COURSE    English (Access 3)

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

Candidates will come to Access 3 from a wide variety of backgrounds and with different levels of prior attainment:

♦ candidates who have successfully completed a programme of study at Access 2
♦ those candidates who, for a number of reasons, did not achieve a Foundation level award at Standard Grade
♦ candidates who were successful at Foundation level for whom further study at Access 3 is appropriate
♦ candidates returning to mainstream education
♦ candidates for whom English is not their first language, including those who may have come to Scotland part-way through their secondary education
♦ adult candidates returning to formal education who wish to resume their studies gradually and build confidence, without the added pressure of external assessment.

The needs of all these candidates must be met within an Access 3 programme of study. In devising integrated Access 3 provision teachers/lecturers should take account of the different abilities and educational goals of all candidates.

Given the potentially diverse population within a group at Access 3, the challenge for teachers/lecturers will be to develop an integrated programme which interests, stimulates and extends young adults and more mature adult returners while at the same time allowing for individual needs to be addressed. Proposals for such a programme are contained in the following notes on learning and teaching.

### Structure

The programme of study includes the three main broad purposes of language — informative, expressive and imaginative – each of which includes an extensive subset of purposes. The programme at Access 3 should also cover all four modes — listening, talking, reading and writing. It is recommended teachers/lecturers should build a programme of study around a small number of studies — enquiries into particular issues, interests or themes — with discussion at the core of candidate enquiry. For example, film might serve to open up an enquiry; and once the group has identified issues it wishes to explore, materials would be introduced to support the discussion, following its lead and responding to its initiatives.

Information should come to the group in the shape of source material which is accessible to scrutiny and criticism. By source material is meant any kind of material which is used for its relevance to an issue under discussion rather than for its own sake. Printed and audio-visual materials which are sufficiently pithy and succinct to meet their needs should be introduced to the discussion group at appropriate stages. The teacher/lecturer must know the materials well if he or she is to be able to recall, locate and feed in helpful material in immediate response to the needs of the group. Care should be taken to ensure that the enquiry does not become a series of comprehension studies.

# National Course Specification: Course details (cont)

## COURSE    English (Access 3)

At Access 3, as at all other levels within the English framework, issues of relevance and interest should be considered, issues which affect candidates in their day-to-day lives as well as issues in the wider world. The teacher/lecturer should offer guidance on approaches, while at the same time allowing candidates to develop their own points of view. The teacher/lecturer will have responsibility for quality of content and standards of learning. What is of particular importance at Access 3, however, is that the mode of enquiry should have discussion rather than instruction as its core.

Teachers/lecturers will choose a minimum of three issues for the focus of study, one from each of the following categories:

♦    Self
♦    Others
♦    World.

Teachers/lecturers are free to select issues related to these categories arising from the needs and interests of particular groups. It is likely that such topics will be the focus of sustained enquiry as candidates engage in the reading, writing, talking and listening activities of the programme of study. As exploration of their chosen topics develops, teachers/lecturers will gradually introduce a wide range of printed and audio-visual texts in order to provide further information, to introduce different, conflicting points of view, to consider the issues through imaginative genres, etc.

It is essential that discussion leads into and is enriched by as wide a range as possible of other activities. Activities which allow a collaborative, problem-solving approach will be particularly appropriate for candidates working at Access 3. Candidates would not be expected to sustain very long periods of discussion since the breadth and depth of the enquiry would be limited if it were restricted to discussion alone. The kind of work related to the needs of a discussion-based enquiry are identified in the Outcomes for the Units. For example, at various points the need may arise for research into local or wider issues. The Outcome of such research could meet the Performance Criteria for the Writing Outcome in the Language Study Unit, eg a simple report which conveys basic information.

Similarly, independent study should be an activity which arises naturally during the course of an enquiry and could take a number of forms. Candidates might undertake an investigation of language related to a particular issue or topic of personal interest arising from the enquiry. Furthermore, there will be opportunities for writing in response to materials watched, heard or read, and candidates will express thoughts and feelings related to these materials.

Each enquiry should be a demanding and rewarding experience for candidates. They should emerge feeling that they have grappled profitably with important issues and come to greater understandings. They will have developed a variety of techniques for approaching and exploring matters and materials of considerable depth and sensitivity.

While teachers/lecturers are encouraged, whenever possible, to teach the Units in an integrated fashion, the enquiry-based approach is equally appropriate when Units are taught on a free-standing basis, though the scope and depth of the enquiry will, of necessity, be narrower.

# National Course Specification: Course details (cont)

## COURSE    English (Access 3)

**Induction**

It is likely that there will be an induction period prior to commencing the first enquiry of the programme. The benefits of induction are many: the aims and objectives of the programme of study can be shared with candidates; new terminology can be explained, as can assessment arrangements; the principles of the enquiry-based approach can be outlined; opportunities can be provided for candidates to experience the kinds of reading, writing, talking and listening activities they will encounter in their subsequent study; candidates can be given the opportunity to evaluate their programme and focus on their future needs. Teachers/lecturers will value the opportunity to gather further information concerning candidates' needs and abilities through diagnostic assessment and candidates will appreciate the opportunity to collaborate and establish a group dynamic.

**Activities of the programme**

The activities which characterise an Access 3 English programme arise naturally from the rationale.

In order to develop language-handling skills, to broaden linguistic, literary and media awareness, to extend experience and knowledge, to develop appreciation and to gain pleasure, candidates should engage in a programme of activities of the kinds listed below.

♦ taking part in discussions/collaboration/problem-solving activities
♦ role-play
♦ discussing ideas/themes/texts/approaches with peers/teacher/lecturer
♦ discussing personal programmes of reading and writing with a teacher/lecturer
♦ exploring, in talk and writing, experiences (both real and imagined), feelings, emotions, opinions and ideas
♦ expressing these in a variety of forms
♦ experimenting with different models and styles
♦ undertaking personal reading, independent study and research
♦ skimming, scanning, close reading
♦ consulting and comparing a number of texts
♦ contrasting and gathering information from different texts
♦ identifying the main concerns of text(s)
♦ acquiring basic techniques for responding to key passages in relation to whole texts
♦ applying a knowledge of basic literacy concepts both to texts and to any ensuing writing tasks
♦ reviewing, making notes
♦ forming opinions and taking a stance
♦ planning, drafting, editing, redrafting; presenting collated and revised material in appropriate form.

Such activities will involve all modes of language and could be undertaken at class, group or individual levels as candidates consider their chosen issues.

# National Course Specification: Course details (cont)

## COURSE    English (Access 3)

**Literature**

At Access 3, the programme of study and system of assessment are designed to allow teachers/lecturers and candidates the freedom to choose the literary texts that will, in their view, best encourage development and enrichment. The range of prose, poetry and drama open to candidates in the enquiry and in the Literary Study Units is intentionally wide. It is desirable that, over the programme as a whole, as the teacher/lecturer introduces materials for further exploration of the issues, candidates should come into contact with the main genres of literature. The materials selected should provide candidates with opportunities to study and respond to a range of thematically-linked texts as they consider how similar themes are explored by different authors. In addition, candidates should study at least one Scottish text (or in the case of poetry, a group of short texts).

**Linguistic and literary awareness**

In order to engage in the activities listed above, candidates should extend their understanding of, and capacity to use, some of the more important features of language, structure and style.

Where appropriate, candidates should be encouraged to develop their awareness of:

♦ the more important ways in which language varies according to user and use (for example, register, Scots language forms, regional and other dialects, standard and non-standard forms and multi-cultural varieties)
♦ the ways in which, over time, language changes in vocabulary, pronunciation and structure
♦ the names and uses of the main word classes
♦ the names and uses of the basic syntactic Units
♦ the more commonly used conventions of written language.

Candidates should also possess:

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

Work on linguistic and literary awareness will normally be undertaken in the context of the activities of the programme. From time to time, however, some direct study and teaching of these concepts may still be required. The important point is that candidates should be able to apply this knowledge in their own use of language and in understanding and responding to the language of others.

# National Course Specification: Course details (cont)

## COURSE English (Access 3)

**Approaches**

*Methods*

While the basic teaching strategy should be one of discussion, there will be a place for class, group and individual teaching. Sometimes the class lesson will have its place when, for example, introducing a text, modelling different writing forms or offering an overview. Teachers/lecturers will also recognise the continuing importance of the group as a focus for collaborative activities. Individual study, supported by the teacher/lecturer, will encourage the increasing independence which the programme seeks to foster.

*Support*

As teachers/lecturers prepare their candidates to meet the requirements of the Outcomes they may continue to make use of the full range of support strategies, including modelling, providing planning and writing structures, indicating and helping candidates remedy their mistakes and assisting with editing procedures. When the candidate is attempting a summative assessment task, the teacher/lecturer may continue to offer introductory support (such as introducing the topic/task, reminding the candidate of the requirements and processes), but the work to be assessed must be unassisted.

*Independent study*

The programme should encourage candidates to engage in independent study as an end in itself and also as an essential preparation for further studies or for the world of work and leisure.

*Talking and listening*

The enquiry-based approach proposed at Access 3 will offer candidates opportunities to try out ideas in discussion, to test opinions, to modify or defend their own statements and to respond to the ideas put forward by others in lively debate. Talk also acts as a stimulus for writing, as a means of assimilating reading, listening and viewing and as a method of eliciting information. Discussion in groups is a valuable means of support for candidates in exploring and clarifying ideas about topics and texts. For these reasons, the fostering of oral and aural skills will be an important aspect of the programme.

*Reading*

Throughout the programme of study, candidates should be encouraged to develop their strategies for both close and extended reading. Over the entire programme, texts for study should be drawn not only from imaginative literature but also from journalism and other transactional writings. Prompt sheets — provided either by the teacher or the candidate — and oral presentations to stimulate group discussions can illuminate major concerns of the text. Writing or speaking about a text, even at an early stage of its study, helps candidates to explore it. By means of such activities, command of basic critical concepts and vocabulary can be strengthened. Contextualised study and discussion can be supported by direct teaching and by the use of appropriate reference books. Some texts benefit from audio-visual presentation.

# National Course Specification: Course details (cont)

## COURSE    English (Access 3)

*Writing*

Writing is predominantly a private activity, involving experimentation with different models and styles, experience of redrafting and study of established writers' products. Collaborative approaches to writing which are most valuable are, for example, the recording by one writer of the opinions of a group in order to report to a larger audience, a group working through an exercise involving comprehension or interpretation, one-to-one discussion, writing workshops, visits by professional writers.

Writing is at its best when it is purposeful and informed by a sense of audience. Candidates should, therefore, be encouraged to write not only for the classroom, but also for a variety of readerships.

For the Writing Outcome of the Language Study Unit, support may be offered in such ways as, for example, practice in note-taking, one-to-one discussion, or exploration of structure. Candidates are required, however, to accept responsibility for their own work.

*Assessment as part of teaching*

The teacher's/lecturer's regular response to each candidate's work remains a vital element in the learning process. It should identify success and provide constructive comment on candidates' development needs. These should be discussed with a view to agreeing action. Peer assessment will also have a part to play. Help with any learning difficulties may be required. It is recommended that candidates compile and maintain a Log Book of work undertaken during their programme.

Candidates should be encouraged to offer evaluative comment on the programme and its content as part of their personal development.

*Planning and organisation*

Departments will find it helpful to produce an outline of how the aims of the programme are to be achieved. It will be invaluable both for teachers/lecturers new to a department and for senior management; it will promote compatible approaches within the department itself; it will be particularly necessary if responsibility for individual candidates is to be shared by teachers or lecturers in the department. The Principal Teacher or Course Leader will have a central role both in devising this outline and in supporting colleagues in its implementation. It will be of benefit if candidates are provided with a separate, concise document describing the programme of study and how it fits into the general English curriculum.

# National Course Specification: Course details (cont)

## COURSE    English (Access 3)

**Balance, progression, time**

For a subject such as English, where growth and competence are more important than the transmission of content, considerations of balance, progression and time raise issues which can effectively be resolved in taking account of candidates' needs and their particular situations.

*Balance*

In the programme of study there should be a balance in the following:

♦ the acquisition and application of basic concepts and skills
♦ language and literature
♦ the productive and the receptive modes
♦ close and extended reading
♦ printed texts and media texts
♦ imaginative and transactional forms of writing
♦ individual and group study
♦ independent and teacher/lecturer-directed study
♦ tutorials and class or group lessons.

The list is not exhaustive. The principle of balance is more important than its itemisation and should be a continuing concern behind all planning and teaching.

*Progression*

Progression, for example from Access 2 to Access 3, should be evident in the form of an enhanced demand in the level of difficulty of texts and in the length and quality of writing. The level of demand expected for Unit achievement at each level is indicated in the Performance Criteria, Evidence Requirements and support notes for the relevant Units. It will also be appropriate to continue to encourage the development of social and working relationships.

*Time*

The structure of the Course offers guidance as to the allocation of time to be given to different components of the programme, but the decision of the teacher/lecturer will also be influenced by the needs, abilities and interests of the group.

## DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

## National Unit Specification: general information

**UNIT**        English: Language Study (Access 3)

**NUMBER**    F796 09

**COURSE**    English (Access 3)

### SUMMARY

While each Unit in the Access 3 Course of Units requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the *Language Study* Unit focuses on writing and reading of different kinds. Candidates will read and learn about a wide variety of texts whose purposes are informative, expressive and creative/imaginative. Reading skills will be developed as texts are studied and discussed.

The content of the Unit comprises:

♦ the basic skills required for informational, expressive and creative writing
♦ the basic skills required for reading informational and literary texts and for gaining access to information technologies
♦ the basic skills required for individual talk, discussion and listening.

### OUTCOMES

1 Understand, analyse and evaluate non-fiction print text which conveys basic information.
2 Compose a piece of writing in a particular genre.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, the Unit is designed to build upon skills and experience gained in previous English language learning.

---

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.    

# National Unit Specification: general information (cont)

## UNIT      English: Language Study (Access 3)

**CREDIT VALUE**

1.5 credits at SCQF level 3 (9 SCQF credit points at SCQF level 3*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills         None

Core Skill component(s)      Written Communication at SCQF level 3

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

# National Unit Specification: statement of standards

## UNIT English: Language Study (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### OUTCOME 1

Understand, analyse and evaluate non-fiction print text which conveys basic information.

### Performance Criteria

*Understanding*

Responses demonstrate understanding of the main points of the text.

*Analysis*

Responses recognise some ways in which aspects of structure, style and language contribute to the meaning/effect/impact.

*Evaluation*

Comment is made on the effectiveness of the text which shows some awareness of the writer's purpose(s) and is supported by some reference to the text.

### Evidence Requirements

Written or spoken responses to unseen questions on an unseen non-fiction text which conveys basic information.

Responses must be written or spoken in the presenting centre under supervision.

The candidate must meet all of the Performance Criteria in response to one text.

The text will be characterised by content which communicates information and ideas at a basic level (factual content which conveys a clear stance); vocabulary which is accessible; sentence structure which is simple; several key ideas or facts; straightforward layout; vocabulary and degree of formality appropriate to the particular form of writing.

# National Unit Specification: statement of standards (cont)

## UNIT English: Language Study (Access 3)

### OUTCOME 2

Compose a piece of writing in a particular genre.

### Performance Criteria

*Content*

A few simple points of content which are appropriate to purpose are included.

*Structure*

The sequence of content is clear enough to enable the reader to follow the writer's thoughts; the writing reaches a conclusion.

*Expression*

Some awareness is shown of obvious conventions of the genre; choice of words conveys meaning in simple personal terms; and there is some variation of simple sentence structures.

*Technical accuracy*

Spelling, grammar and punctuation are sufficiently accurate to convey meaning largely at first reading.

Note: according to purpose, content is likely to be reflection, ideas, opinion, argument, information.

### Evidence Requirements

A piece of writing which must be one of the types defined on page 18.

The piece of writing, poetry excepted, must be at least 100 words in length. The length of a piece of poetry will depend on the chosen form, but it should be enough to allow the achievement of all the Performance Criteria to be demonstrated.

The piece of writing must be unassisted and produced under a system of supervision which guarantees authenticity through a process requiring the candidate to submit the following at appropriate stages:

♦ draft title and proposals
♦ outline plan
♦ first draft
♦ final version.

Draft materials must be retained as evidence of authenticity.

Candidates must meet all the Performance Criteria in one piece of writing.

# National Unit Specification: statement of standards (cont)

## UNIT      English: Language Study (Access 3)

**Types of writing**

*Creative*

Creative writing includes work in poetry or drama or prose fiction.

In relation to structure and technical accuracy, the creative writer should be allowed scope to depart from convention to achieve particular effects.

*Reflective*

Reflective writing will aim to interest or give pleasure, rather than simply convey information; it will concern itself usually with a single idea, insight or experience and will include some reflection on knowledge, thoughts or feelings engendered by it.

*Persuasive*

Persuasive writing will persuade to a purpose or point of view (for example, to sell a product, or influence opinion/belief), usually concerning itself with a single topic or issue.

*Argumentative*

Argumentative writing will treat a topic or issue in a way which presents a line of argument, dealing with two or more varying viewpoints.

*Report*

The report must contain a relevant selection of basic information drawn from at least two sources. In order to meet the requirements of the Performance Criteria, material drawn from sources must be recast and paraphrased in some way appropriately for purpose. The report must achieve a specified purpose. The writer's point of view and tone will depend on the nature of the purpose. It is likely that the point of view attempted will be one of detached objective presentation of information and the appropriate tone is likely to be impersonal or formal.

# National Unit Specification: support notes

## UNIT English: Language Study (Access 3)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

While all language purposes may be covered in this Unit, there will be particular focus on informing, expressing and creating.

---

**The candidate will identify, locate, study and respond to a selection of texts such as:**

♦ extracts from reference texts, including print and electronic texts
♦ simple reports or extracts from more detailed reports
♦ brief factual articles from journalistic texts
♦ brief news articles and broadcast news items/reports
♦ short factual broadcasts or extracts from an extended broadcast
♦ extracts from accessible feature articles and documentaries dealing with different points of view
♦ persuasive texts including advertisements
♦ extracts from biography and autobiography
♦ letters and extracts from memoirs
♦ interviews and discussions with others
♦ literary texts from different genres.

---

**The candidate will engage in a variety of reading, writing, talking and listening activities such as:**

♦ recognising and using different reading skills/purposes
♦ recognising and using different writing skills/purposes
♦ deploying different research techniques
♦ identifying sources
♦ keeping records
♦ creating banks of information
♦ evaluating sources/texts
♦ collating information/ideas
♦ identifying point of view
♦ recognising and using persuasive techniques
♦ participating in creative writing workshops
♦ examining model texts and structures
♦ recognising and using literary and linguistic devices and techniques
♦ constructing different forms
♦ recognising and using different questioning techniques
♦ engaging in individual and collaborative talk on familiar topics.

---

# National Unit Specification: support notes (cont)

**UNIT**      English: Language Study (Access 3)

---

**Outcomes**

1    Understand, analyse and evaluate non-fiction print text which conveys basic information.
2    Compose a piece of writing in a particular genre.

The candidate will be assessed in close reading and produce a piece of writing of at least 100 words in length (poetry excepted).

---

The summary table gives indication of content and context. Opportunities for talking and listening activities will arise as candidates pursue study in this Unit.

Where appropriate, Scottish texts/materials will feature in the Unit.

## GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

*Close Reading*

Opportunities should be provided throughout the enquiry for the candidate to read a variety of non-fiction texts and graphical and pictorial representations which offer a range of reading demands: for example, books (including biography, autobiography, memoirs, letters); newspapers and magazines; pamphlets; notices; advertisements; instructions; graphs; tables; charts and reports.

The texts chosen should be appropriate to the needs of the candidate group.

Learning and teaching approaches should be active and candidate-centred, utilising a variety of tasks and activities including class and group discussion of texts, collaborative activities and individual study.

Formative activities that develop reading skills may be part of personal investigations and practical activities drawn from this Unit from social or vocational contexts.

*Writing*

Research and discussion may link with Outcome 1 of this Unit or with any of the writing tasks specified, but more naturally with argumentative or persuasive or report writing.

The following notes will assist teachers/lecturers and candidates in identifying different writing techniques, in defining genre specifications and recognising qualities sought at this level.

# National Unit Specification: support notes (cont)

## UNIT   English: Language Study (Access 3)

*Reflective*

The main requirements of the personal **reflective** essay are that it will:

♦   convey the gist of a personal experience
♦   make some attempt to communicate to the reader a sense of the writer's personality through a statement of thoughts, feelings or reactions.

The personal reflective essay at Access 3 may simply give an account of an experience although candidates should be encouraged to reflect on their experience and consider the thoughts and feelings engendered by it.

*Persuasive*

The main requirements of the **persuasive** essay are that it will:

♦   make some attempt to use persuasive techniques, such as assertion, statement of need, plea, use of 'emotive' words.

*Argumentative*

The main requirements of the **argumentative** essay are that it will:

♦   present two sides of an argument
♦   make some attempt to convey an argumentative tone
♦   make some attempt to communicate to the reader a sense that the writer has weighed up different aspects of the argument before drawing conclusions
♦   make some use of argumentative techniques, such as comparison, contrast.

Candidates will choose their own topics for a piece of reflective or persuasive or argumentative writing in consultation with the supervising teacher/lecturer. Stimulus material for writing will come from a variety of sources similar to the range of texts suggested for close reading:

♦   journalism extracts
♦   essays by literary authors
♦   essays in biography/autobiography
♦   pressure group handouts
♦   advertising
♦   extracts from literary texts
♦   speeches
♦   thematic studies across genres and media: for example, tolerance, homelessness, equal opportunities, animal rights.

Teaching approaches will have wide application, and attention to the following will assist in the development of appropriate skills: structure, line of argument, linking, topic sentences, breadth of vocabulary, clarity of expression, personal involvement (as appropriate), the place of detail and the use of examples and illustrations to clarify ideas.

**UNIT**      English: Language Study (Access 3)

*Creative*

The candidate will choose the topic and form for the piece of creative writing in consultation with the supervising teacher/lecturer.

The literary achievements of others will provide models for writing and therefore those candidates who are also taking the *Literary Study* Unit as part of the Access 3 programme will be exposed to a wide range of literature. For candidates who are studying this Unit on a free-standing basis, there will be a need to create the content and context which provide resources for candidates' ideas.

Candidates should be encouraged to explore and experiment with a range of genres and styles. In this way they will develop interests and preferences leading to a sharpening of focus when it comes to making choices for writing. This allows experimentation in a number of forms, but teachers/lecturers should encourage candidates to recognise interests and strengths at a relatively early stage.

The genre specification is as follows:

♦    a piece of prose fiction (eg, a short story, episode from a novel)
♦    a poem or set of thematically linked poems
♦    a dramatic script (eg, scene, monologue, sketch).

**A piece of prose fiction (for example, short story, episode from a novel)**

Fiction is difficult to define, but some of the following characteristics are likely to feature:

♦    a plot, or narrative development, centred on identifiable characters and leading to some kind of denouement
♦    an opening, setting the scene, introducing the characters; a development, expanding knowledge of predicament or situation; a conclusion
♦    a shaping of content and theme
♦    a structure and form appropriate to the fiction
♦    an appropriate use of dialogue.

The writer of fiction may exploit topics and themes from an unlimited range. Candidates, however, may find the following suggestions helpful:

♦    a person, a place, an object
♦    an event, a situation, a relationship
♦    an argument, a conflict, a misunderstanding
♦    a discovery, a choice, a dilemma
♦    a prejudice, a delusion, an obsession
♦    a memory, an image, an insight
♦    an experience, an issue, an activity.

**UNIT**       English: Language Study (Access 3)

**A poem or set of thematically linked poems**

Because there is an endless variety of approaches and forms, it is unrealistic to prescribe what a poem should be. When writing poetry, candidates should bear in mind the following considerations:

♦   writing poetry involves much more than randomly chopping up prose into lines; poetry should be recognisably different from prose in, for example: its choice and arrangement of words, lines and verses/stanzas; the often surprising connections it makes between words; its often condensed and heightened use of language; its greater use of figurative language; its deployment of sound and rhythm; and its often unconventional syntax and patterning of ideas and images
♦   a poem should present its topic in a striking and original way
♦   whatever the range and variety of its references and detail, the theme of a poem should be focused and unified through its imagery and structural control
♦   the poem should contain a clear sense of the writer's imaginative/emotional/intellectual involvement with the topic
♦   a poem should aim to engage the reader's imaginative/emotional/intellectual responses as fully as possible.

The writer of poetry may exploit topics and themes from an unlimited range. Candidates, however, may find the following suggestions helpful:

♦   a person, a place, an object
♦   a condition, a situation, a relationship
♦   a mood, a memory, a feeling
♦   an image, an idea, an insight
♦   an experience, an issue, an activity.

**A dramatic script (for example, scene, monologue, sketch)**

In creating a dramatic script, candidates should be able to demonstrate specific skills that illustrate their understanding of the nature of the genre. In particular, they should be encouraged to:

♦   create characters who are credible, interesting and capable of provoking in the reader an intellectual and/or emotional response
♦   make use of dialogue — and other modes of communication (including non-verbal modes such as gesture, body-language)
♦   establish a setting in which, and a situation out of which, the drama will arise
♦   develop and communicate a recognisable theme, a centre of interest that will give point to the script
♦   produce a particular effect, mood or atmosphere
♦   demonstrate some familiarity with the requirements of script layout and presentation.

# National Unit Specification: support notes (cont)

## UNIT    English: Language Study (Access 3)

The writer of drama may exploit topics and themes from an unlimited range. Candidates, however, may find the following suggestions helpful:

♦  an event, a situation, a relationship
♦  an argument, a conflict, a misunderstanding
♦  a discovery, a choice, a dilemma
♦  a prejudice, a delusion, an obsession
♦  a mood, a memory, a feeling
♦  an idea, an issue, an experience.

Stimulus material for this Outcome will come from a variety of sources and may take many forms:

♦  work produced within the genre by writers of recognised quality
♦  work produced by candidate writers at a level similar to or more advanced than the candidate
♦  extracts from other arts — visual, audio-visual, performing, music.

*Report*

The topic, scope and purpose of the report will be agreed with the teacher/lecturer and is likely to emerge from the issue which is the focus of the group enquiry.

The Evidence Requirements for the report state that information will be derived from at least two sources. In practice, the two sources are likely to be covered by the list below. It is permissible for both to come from any one of the following categories:

♦  print sources including text books/reference books, journalism, feature articles, letters, memoranda, other accessible reports
♦  surveys by using questionnaires, interviews
♦  practical investigations, for example, observation of experiments, measurements
♦  non-print sources, including maps/graphs/diagrams
♦  audio-visual sources, including radio, television, video
♦  databases
♦  websites.

It is important to note that, in the context of the report at Access 3, the nature of the information may be straightforward, without sophisticated analysis or evaluation. Where specialised vocabulary is used, it will be accessible to the candidate through prior knowledge or an interest in the subject. While the candidate will be free to use materials in his or her report which have been supplied by the teacher/lecturer in the group enquiry, the selection of material will be by the candidate.

The report should have a clear structure and information should be presented in a logical order. Where the convention of headings is used, there will be obvious separation of the constituent sets of information to match the headings or pointers.

Diagrams, tables, charts and graphs may be included if appropriate to the chosen form. Headings, appendices, bibliographies and a lettering or numbering system to separate the constituent sections may also be used.

# National Unit Specification: support notes (cont)

**UNIT**       English: Language Study (Access 3)

The subject-matter of the report may relate to another curricular area. It is possible that part of the assessment evidence required by another subject may demonstrate coverage of the Performance Criteria for writing and the Evidence Requirement for the report. The report would have to be completed, however, in the controlled conditions described in this Unit.

## GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

*Close Reading*

As assessment is an integral part of the learning and teaching process, the candidate should be encouraged to read widely and to undertake a number of activities for formative purposes.

In summative assessment, care must be taken both in the selection of texts and in question design. Questions should be designed to create a framework within which the candidate has opportunity to demonstrate coverage of all of the Performance Criteria.

The texts chosen for assessment will be characterised by: content which communicates information and ideas at a basic level; vocabulary which is accessible; sentence structure which is simple; several key ideas or facts; straightforward layout; and vocabulary and degree of formality appropriate to the particular form of writing. The text may contain graphics, illustrations, photographs, charts, simple tables, etc. There may be a combination of factual information and personal opinion. The purpose and conventions of the text should be easily identifiable.

Magazines, local newspapers and several of the tabloids are likely to yield suitable material for summative purposes. It is also likely that some of the simpler articles from broadsheet newspapers will be appropriate.

As candidates pursue their enquiry into a topic or issue and read and respond to a variety of informational texts, they will develop a deeper understanding of that topic or issue and a familiarity with the specialised vocabulary used to examine different aspects of it. As a result, the teacher/lecturer will gradually introduce texts of increasing complexity, while ensuring that they are appropriate for study at this level.

The summative assessment of this Outcome must take place under controlled conditions in the presenting centre.

**UNIT**  English: Language Study (Access 3)

*Writing*

The candidate will produce **one** piece of writing for summative assessment drawn from the genres identified in Group A or Group B.

*Group A: Creative*

♦  a personal reflective essay
♦  a piece of prose fiction (eg short story, episode from novel)
♦  a poem or set of thematically linked poems
♦  a dramatic script (eg scene, monologue, sketch).

*Group B: Discursive*

♦  a persuasive essay
♦  an argumentative essay.
♦  a report for a specified purpose.

As assessment is an integral part of the learning and teaching process, the candidate should be encouraged to read widely, to write in a variety of forms for different purposes and audiences and to undertake a number of activities for formative purposes.

In summative assessment, care must be taken in question design. Writing tasks must be designed to create a framework within which the candidate has opportunity to demonstrate coverage of all of the Performance Criteria. Care must also be taken to ensure authenticity through a process of supervision which monitors candidate progress through the stages specified in Evidence Requirements. Although only the final version of the writing should be submitted for verification (if required), teachers/lecturers should retain earlier drafts as evidence of authenticity.

**DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

**National Unit Specification: general information**

**UNIT**         English: Literary Study (Access 3)

**NUMBER**    F797 09

**COURSE**    English (Access 3)

**SUMMARY**

While each Unit in the Access 3 Course of Units requires deployment and development of reading, writing, talking and listening skills for a range of purposes, the *Literary Study* Unit focuses on the reading of literature and on responding to that reading. Candidates will read and learn about a variety of literary texts. The basic skills and concepts acquired and developed will enable candidates to respond in different ways to texts which have been studied by the class, group or individual and to unseen texts which are easily accessible. The texts which are studied should be drawn from at least two of the four genres — prose fiction, poetry, drama and mass media — and at least one of these texts should be Scottish.

The content of the Unit comprises:

♦    the basic skills required for reading literary texts
♦    the basic skills required for responding to literary texts
♦    the basic skills required for individual talk, discussion and listening.

**OUTCOMES**

1    A Textual Analysis of an unseen text.

**RECOMMENDED ENTRY**

While entry is at the discretion of the centre, the Unit is designed to build upon skills and experience gained in previous literary study.

---

# National Unit Specification: general information (cont)

**UNIT**       English: Literary Study (Access 3)

**CREDIT VALUE**

1.5 credits at SCQF level 3 (9 SCQF credit points at SCQF level 3*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**CORE SKILLS**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

# National Unit Specification: statement of standards

## UNIT        English: Literary Study (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### OUTCOME 1

A Textual Analysis of an unseen text.

### Performance Criteria

*Understanding*

Responses demonstrate basic understanding of the main point(s) of the text through one or two references to relevant areas of content.

*Analysis*

Responses describe one or two aspects of structure/style/language which contribute to meaning/effect/impact.

*Evaluation*

Responses contain a personal reaction to one or two aspects of the content or style of the text.

### Evidence Requirements

One Textual Analysis of an unseen text.

The Textual Analysis must be of a previously unseen literary text (prose or poetry or drama).

The responses to the Textual Analysis must be unassisted and written in the presenting centre under supervision.

The candidate must meet all of the Performance Criteria in response to one text.

# National Unit Specification: support notes

## UNIT    English: Literary Study (Access 3)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

While all language purposes may be covered in this Unit, there will be particular focus on purposes related to the understanding and appreciation of literature.

---

**The candidate will analyse, study and respond to texts drawn from at least two of the following four genres:**

♦    prose (novel, short story(ies), autobiography)
♦    poetry
♦    drama
♦    mass media.

---

**The candidate will engage in a variety of reading, writing, talking and listening activities such as:**

♦    class and personal study of texts
♦    recognising literary devices and effects
♦    group discussion and presentation of ideas about texts
♦    discussing ideas about texts with teachers/lecturers and peers
♦    exploring the insights and judgements of others
♦    acquiring basic awareness of concepts through direct teaching
♦    witnessing performance(s).

---

**Outcome**

A Textual Analysis of an unseen text.

The candidate will be assessed in critical reading and response through a Textual Analysis of an unseen text.

---

The summary table gives indication of content and context. Opportunities for talking and listening activities will arise as candidates pursue study in this Unit.

The texts studied should include at least one Scottish text.

Works in translation may be studied.

**National Unit Specification: support notes (cont)**

**UNIT**      English: Literary Study (Access 3)

**GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The process of studying any text at any level of development should involve candidates in recognising and responding to its major aspects, eg themes, structure, plot, characterisation — and also in detailed analysis of the writer's craft and of the ways in which the reader's previous experience interacts with it to construct meaning. Whatever the degree of sophistication of the text and of expected candidate output, both elements should be there. Effective reading involves pursuit of meaning and appreciation of how it has been constructed, both in the detail of a text and in its broader characteristics. Ability to respond to a text depends on awareness of and reflection on its major elements and also on understanding of how language is used to convey important or specially interesting aspects of the writer's intentions or to stimulate the reader's mind in particularly interesting ways. If a text is approached from a 'post-modern', 'deconstruction' angle, such close reading is also important for exposing hidden assumptions or ideologies informing the text. If candidates learn to analyse texts they are studying, they not only give themselves a firm foundation for writing critical essays about major aspects, but also develop a crucial set of skills for pursuing meaning in their interactions with any texts, including 'unseen' texts.

Candidates will, therefore, develop a variety of close and extended reading skills and respond critically to a range of texts chosen from:

- prose: novel(s), or short story(ies), or personal accounts such as autobiography, travelogue, essays, diaries
- poetry
- drama
- mass media.

Texts and extracts will, of course, be chosen with an eye to their particular appeal and suitability for a class or group, but early in the Unit/programme of study it is likely that texts will be chosen for their accessibility and obvious richness of language. Such **demonstration** texts will allow confidence-building. It is at this point that teachers/lecturers may choose to model approaches, showing how meaning is made through interaction with texts, through asking appropriate questions of the text and through relating the text to personal and literary experience. In this way, candidates will learn how experts approach a text at this level. They will also extend and enrich their experience through sharing and discussing strategies and viewpoints. As confidence and skills grow, candidates should be introduced to more demanding material.

This material will consist of a range of texts studied in depth. There will also be progression to analysis of 'unseen' short texts or extracts (prose, poetry and drama) to continue the development of close reading skills.

Texts written by local authors, texts written in local dialect, and texts dealing with contentious or contemporary issues all fall within the scope of this Unit. Teachers/lecturers will ensure, of course, that all texts selected are of good quality.

# National Unit Specification: support notes (cont)

## UNIT    English: Literary Study (Access 3)

In the Course of the *Literary Study* Unit candidates should be encouraged to take some responsibility for their own learning. Independent study and personal choice are important features in the development of confident individuals. Candidates will benefit greatly if they extend their reading beyond the texts chosen for class study by teachers or lecturers.

This can be achieved in a variety of ways, eg:

♦   exploring additional texts by the writers chosen for class study
♦   exploring texts similar in theme to those chosen for class study
♦   exploring texts in a similar genre to those chosen for class study
♦   comparing film/TV versions of texts chosen for study with their printed versions
♦   reading suitable texts unconnected with those chosen for class study

These strategies will:

♦   assist development of individual study skills
♦   deepen and broaden understanding of the class text
♦   increase confidence in formal assessment tasks
♦   improve preparation for study beyond school/college
♦   encourage lifelong reading for pleasure

Resources for such activities will include:

♦   class/department/school/college libraries
♦   local/municipal libraries
♦   online reading guides, discussion forums, etc
♦   the knowledge and experience of teachers/lecturers

Methods by which individual study can be promoted and supported include:

♦   encouraging candidates to keep a reading 'log' with brief details and comments on texts read
♦   inviting candidates to give short oral presentations on their reading beyond the class texts
♦   undertaking as a free-standing Unit at Access 3 either the *Personal Study (Written Response)* or the *Personal Study (Spoken Response)*

# National Unit Specification: support notes (cont)

**UNIT**        English: Literary Study (Access 3)

**Variety of approaches**

Teachers/lecturers will develop skills of analysis and critical response using a variety of methods.

Teaching approaches may include group discussion, sometimes with starter papers, and individual presentations, as well as strategies such as sequencing, prediction, annotation of text (dividing, marking, questioning), note-taking and researching, which might be used to develop skills in analysis and reflection. Collaborative investigation of text will enable candidates to try out ideas and to gain confidence in a group situation before moving on to explore texts independently. Writing about a text or about chosen aspects of a text, even at an early stage in its study, helps candidates to explore it. Contextualised study and discussion can be supported by direct teaching and the use of appropriate critical texts and reference books. Some texts benefit from audio-visual presentation. At each stage and in every activity, candidates will be required to form points of view and to substantiate these with evidence from the text.

In order to respond with maturity to the language use of others, the candidate should be familiar with:

- language varieties (for example, register, dialect, standard and non-standard forms, Scots language forms, changing forms of language)
- classifications of language (for example, noun, verb, adjective, adverb, preposition, conjunction, article, sentence, clause, phrase/group)
- conventions of written language
- critical terminology (for example, genre, literary terms, language features) for discussing prose, poetry, drama and media texts.

Appropriate contexts for developing knowledge may occur as a result of Unit/course activities, but some direct teaching, such as modelling or explanation of concepts, may be required. Candidates should then be encouraged to demonstrate increasing independence in applying methods taught and knowledge acquired to the texts being studied.

Directed questions will focus on various aspects of texts, such as:

- identification and exploration of key ideas
- characterisation
- use of dialogue
- structure
- word choice
- tone
- narrative stance
- mood
- creation of a sense of place
- techniques/devices
- conventions of genre
- syntax
- layout.

# National Unit Specification: support notes

## UNIT    English: Literary Study (Access 3)

These items are not hierarchical. Nor is it expected that an exhaustive analysis of all or most of these items will take place in relation to any single text. The candidate should be able to explore key areas of the text in an informed way and to do so independently.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

As assessment is an integral part of the learning and teaching process, the candidate should be encouraged to read widely and to undertake a number of activities for formative purposes.

### DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website
**www.sqa.org.uk/assessmentarrangements**