



## SCQF level 5 Unit Specification

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### **English: Creation and Production**

**SCQF:** level 5 (9 SCQF credit points)

**Unit code:** H23T 75

### **Unit outline**

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

Learners who complete this Unit will be able to:

- 1 Create and produce detailed written texts
- 2 Participate actively in detailed spoken activities

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

### **Recommended entry**

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

- ◆ National 4 English Course or relevant component Units
- ◆ Literacy (National 4)

## **Equality and inclusion**

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

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

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

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

### Outcome 2

The learner will:

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

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

## Evidence Requirements for the Unit

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

Each language mode should be given equal weighting in assessment.

For this Unit, learners will be required to provide evidence of:

- ◆ at least one written text using detailed language
- ◆ at least one spoken activity using detailed language

Evidence can be gathered in combination with other Outcomes where possible, either from this Unit or in combination with the Outcomes from the *English: Analysis and Evaluation* (National 5) Unit. Evidence may also be gathered for individual Outcomes where appropriate.

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

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

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

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **5 Thinking skills**

- 5.3 Applying
- 5.4 Analysing and evaluating

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

# Administrative information

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**Published:** December 2017 (version 1.0)

**Superclass:** KB

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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

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