

Draft National Unit Specification



Unit title: English: Analysis and Evaluation (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to provide learners with the opportunity to develop listening and reading skills in familiar contexts. Learners develop the skills needed to understand, analyse and evaluate straightforward texts in language, literature and media.

The English (National 4) Course provides learners with the opportunity to develop their listening and talking, reading, and writing skills in order to understand and use language. The four Units, taken together, include the four language skills of listening and talking, reading, and writing. The structure of the Units enables learners to focus on the skills required to understand and use language and to integrate listening and talking, reading, and writing skills across the Units. Each Unit also offers opportunities for learners to focus on particular skills.

Learners who complete this Unit will be able to:

- 1 Read a straightforward text in order to understand, analyse and evaluate in a familiar context
- 2 Listen to straightforward language in order to understand, analyse and evaluate in a familiar context

This Unit is a mandatory Unit of the English (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Added Value Unit Specification for the English (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the English (National 4) Course.

Recommended entry

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

- ◆ Access 3 English Course or relevant component Units
- ◆ Access 3 Literacy

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

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 Read a straightforward text in order to understand, analyse and evaluate in a familiar context by:

- 1.1 Identifying the purpose and audience, as appropriate to genre
- 1.2 Identifying the main idea or ideas and some basic supporting details
- 1.3 Describing how some obvious aspects of vocabulary, word patterns and text structures are used to convey meaning, as appropriate to the context
- 1.4 Using some appropriate critical terminology and making some basic reference to the text
- 1.5 Identifying some basic use of punctuation, grammar, and layout, as appropriate to the context
- 1.6 Stating or implying some basic engagement with the text

Outcome 2

The learner will:

2 Listen to straightforward language in order to understand, analyse and evaluate in a familiar context by:

- 2.1 Showing some basic awareness of the purpose and audience
- 2.2 Showing some basic awareness of the main idea or ideas and some basic supporting details
- 2.3 Showing some basic awareness of how some obvious aspects of vocabulary, word patterns and text structures are used to convey meaning, as appropriate to the context
- 2.4 Showing some basic awareness of the use of tone, accent and register
- 2.5 Showing some basic awareness of some basic aspect of non-verbal forms of 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.

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

- ◆ reading at least one straightforward text
- ◆ listening to straightforward language

Evidence of learning Outcomes can be in written, oral or digital form. Evidence can be gathered for individual Outcomes or gathered holistically for the Unit, Units or Course as a whole by combining assessment in one activity, or more.

Familiar contexts will be drawn from the study of language, literature or media.

Evidence of reading can be gathered using one or more texts. Texts for reading can include written, print, or digital texts that contain a point of view, a main idea and a structure appropriate to its purpose, such as a short story, advert, poem, or moving image. Learners may use a glossary of key terms likely to prove difficult, as appropriate.

While learners will study a range of texts across the Unit/Course, they will only be required to provide assessment evidence in reading of one straightforward text.

Evidence of listening can be gathered from one or more activities. Evidence of listening gathered from learner interactions, such as conversations, discussions or presentations, can be either stated or implied. Evidence of listening gathered through the use of audio, moving image, web-based or other digital media should be explicitly stated. Language for listening should be straightforward and use verbal cues to convey straightforward meaning.

Exemplification of assessment will be provided in the *National Assessment Resource*. 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

4 Employability, enterprise and citizenship

- 4.6 Citizenship

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 of 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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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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