

National Added Value Unit Specification



Unit title: English Assignment (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

This is the Added Value Unit in the English (National 4) Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the English (National 4) Course through the successful completion of an assignment which will allow the learner to demonstrate challenge and application.

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 Carry out an assignment which shows that they can investigate a chosen topic in the context of language, literature or media and present their findings

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 *Course Support Notes*, which provide advice and guidance on delivery and assessment approaches. Exemplification of the assessment in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. It is recommended that the learner should be in the process of completing, or have completed, the following Units in the English (National 4) Course:

- ◆ English: Analysis and Evaluation (National 4)
- ◆ English: Creation and Production (National 4)
- ◆ 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 *Course Support Notes*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Carry out an assignment which shows that they can investigate a chosen topic in the context of language, literature or media and present their findings by:**
 - 1.1 Choosing, with support, a topic for investigation in a familiar context
 - 1.2 Preparing for an investigation by describing the chosen topic with some basic supporting detail and identifying the texts to be used
 - 1.3 Investigating a chosen topic by reading at least two straightforward texts
 - 1.4 Selecting basic information that is relevant to the investigation from at least two texts
 - 1.5 Making a basic evaluative comment on each text, using some appropriate critical terminology which demonstrates some basic engagement with the texts
 - 1.6 Presenting their findings by using straightforward spoken language

Evidence Requirements for the Unit

This Added Value Unit is assessed internally by the teacher/lecturer.

Evidence for this Unit will be generated through an assignment in which the learner will investigate a chosen topic in a familiar context and present their findings.

All learners should be provided with a clear outline of the assessment, including when and how they will be assessed. The teacher/lecturer should offer the learner guidance on an appropriate choice of topic, including questions/tasks/prompts which will lead learners through the assignment in clear stages. This should involve advice on possible headings or other advice which assists the learner to describe and explain the key features of their topic.

While the learner should choose the topic, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and has resources available to enable the learner to more successfully meet the Assessment Standards. The assignment should be carried out under supervised open book conditions.

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

- ◆ preparation, in written or digital form, for the investigation
- ◆ selecting basic information that is relevant to the chosen topic from at least two straightforward texts
- ◆ engagement with texts by making basic evaluative comments
- ◆ using straightforward language

Evidence can be gathered holistically for the Unit, Units or Course as a whole by combining assessment through integrated activities.

The chosen topic will be agreed between the learner and the teacher/lecturer. This can be supplemented by guidelines on the structure of the assignment and with details of tasks/questions/prompts prepared by the teacher/lecturer, which the learner must address. Suggested topics for the assignment are given in the *Course Support Notes*.

Evidence of preparation can be in written or digital form, and should identify the chosen topic with some basic supporting detail, and identify the sources to be used.

Evidence of reading can be gathered from at least two straightforward 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.

Evidence of selecting basic information from at least two straightforward texts can be in written or digital form and should include at least one relevant detail from each text.

Evidence of using straightforward language can be presented in either oral, written or digital form, such as a podcast. If oral presentation is chosen, evidence of talking should be at least three minutes in duration. Learners can supplement their evidence of spoken language with visual and audio aids, such as PowerPoint slides, film/audio clips, newspaper articles, web-based or other digital media.

There should be one or in exceptional circumstances two re-assessment opportunities. Learners can be re-assessed in the part of the assignment that they have failed rather than retaking the whole assessment.

The amount of time that learners should spend on this assignment should not exceed four hours.

Further information is provided in the exemplification of assessment in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Course Support Notes*.

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

Please refer to the Course Specification for information about skills for learning, skills for life and skills for work.

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Further mandatory information on Course coverage for the English (National 4) Course

The following gives details of mandatory skills, knowledge and understanding for the English (National 4) Course. Assessment of this Added Value Unit will involve selecting appropriate skills, knowledge and understanding from those listed below, in line with the Evidence Requirements above. This list of skills, knowledge and understanding also provides the basis for the assessment of all the Units in the Course:

- ◆ listening and talking, reading and writing skills, as appropriate to purpose and audience in familiar contexts
- ◆ understanding, analysing and evaluating straightforward texts, as appropriate to purpose and audience in familiar contexts
- ◆ creating and producing straightforward texts, as appropriate to purpose and audience in familiar contexts, in order to organise and use vocabulary, word patterns, text structures and style
- ◆ knowledge of simple but detailed language in listening and talking, reading and writing

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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