

Draft National Unit Specification



Unit title: English: Creation and Production (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 talking and writing skills in familiar contexts. Learners develop the skills needed to create and produce straightforward language in both written and oral form.

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 Write to create and produce straightforward language in familiar contexts
- 2 Talk to create and produce straightforward language in familiar contexts

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*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Write to create and produce straightforward language in familiar contexts by:

- 1.1 Identifying basic ideas and content, of a broadly creative or discursive nature, that is mainly appropriate for a clear purpose and audience
- 1.2 Creating a straightforward structure for ideas and content that is mainly appropriate to purpose and audience
- 1.3 Using knowledge of language by applying basic features of spelling, punctuation, grammar and layout, that is mainly appropriate to purpose and audience
- 1.4 Communicating straightforward meaning at first reading, in a format and of a length that is mainly appropriate to purpose and audience

Outcome 2

The learner will:

2 Talk to create and produce straightforward language in familiar contexts by:

- 2.1 Identifying basic ideas and content, of a broadly creative or discursive nature, that is mainly appropriate for a clear purpose and audience
- 2.2 Creating a straightforward structure for ideas and content that is mainly appropriate to purpose and audience
- 2.3 Using knowledge of language, by applying basic features of audibility, fluency, intonation, pace and register, that is mainly appropriate to purpose and audience
- 2.4 Communicating straightforward meaning at first hearing, that is mainly appropriate to purpose and audience
- 2.5 Using some basic aspect of non-verbal forms of communication, as appropriate

Evidence Requirements for the Unit

Assessors should use their professional judgment, 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:

- ◆ writing using straightforward language
- ◆ talking using straightforward language

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 can be drawn from the study of language, literature or media.

Evidence of writing is likely to include reflection, ideas, opinion, argument or information. Evidence of writing can be presented in either written or digital form, such as an e-mail, essay or a blog, and should be at least 300 words, or as appropriate to genre.

Evidence of talking can include learner interactions, such as conversations, discussions or presentations, and can be presented in either oral or digital form, such as a podcast. Evidence of talking should be at least three minutes. Learners can supplement their evidence of talking with visual and audio aids such as PowerPoint slides, film/audio clips, newspaper articles, web-based or other digital media.

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