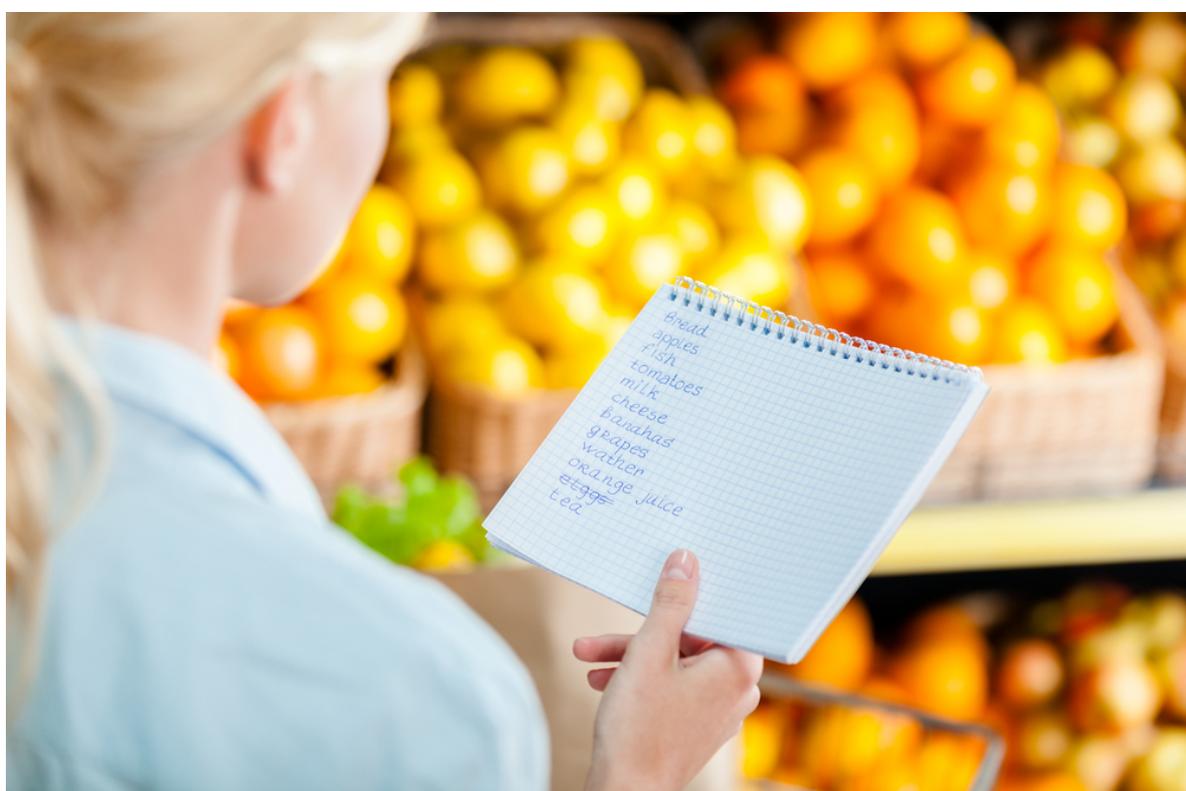


Unit Support Notes — English: Using Information Texts (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *English: Using Information Texts* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support pack*

General guidance on the Unit

Aims

The *English: Using Information Texts* (National 2) Unit is a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to provide opportunities for learners to explore and use information texts in the contexts of learning, life and/or work.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in English, communication or related areas at SCQF level 1.

Prior learning, life and work experiences may provide an appropriate basis for entry into this Unit. This could include relevant skills, knowledge and understanding and appropriate experiences and outcomes.

Skills, knowledge and understanding covered in this Unit

As this Unit will be delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. However, content and contexts should provide evidence that all Outcomes and Assessment Standards in the Unit have been achieved.

Learners who complete this Unit will be able to:

- 1 Explore information texts.
- 2 Use information texts for given activities.

Progression from this Unit

This Unit may provide progression to:

- ◆ Units in the English and Communication Course at National 2
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3
- ◆ further study, employment and/or training

Further details about these Units can be found on SQA's website.

Learners may progress to other Units at the same level or Units and Courses at higher levels. The nature of this progression will depend on the individual needs of the learner.

The skills, knowledge and understanding developed in this Unit could also support progression in other curriculum areas as well as life and work contexts.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment which can be used for the delivery of this Unit.

Learning and teaching

The skills-based focus of the Unit lends itself to the use of a variety of learning and teaching approaches, reflecting the values and principles of the curriculum. Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

Learning should be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching, and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Many of these approaches could involve group work. Group work approaches can be used within Units where it is helpful to simulate real-life situations, share tasks and promote teamworking skills. However, there must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

Examples of learning and teaching approaches and ways of recording evidence are provided in the table on the next page.

English: Using Information Texts (National 2)

The general aim of this Unit is to provide learners with opportunities to explore and use information texts in the contexts of learning, life and/or work. The learner will:

Outcomes and Assessment Standards	Guidance and suggested learning and teaching approaches
<p>1 Explore information texts by:</p> <p>1.1 Identifying the purpose of given information texts</p> <p>1.2 Identifying the key information found in given information texts</p>	<p>Teachers/lecturers could provide a range of information texts in a variety of formats (eg hard copy, online, written text, using pictures and/or symbols, Braille). The learners should be encouraged to look at different types of text and texts written for different purposes, though the texts and ideas within them should be familiar and of interest to the learners, where possible.</p> <p>Learners could be asked to select the appropriate information texts for given contexts by comparing different texts. Learners could identify the type of information found in the selected texts by highlighting words and/or phrases, using symbols and/or pictures, and/or responding to questions about the selected texts. This could be on a one-to-one basis or as part of a group activity, as appropriate.</p> <p>Teachers/lecturers could also explore the idea of audience with learners. For example, learners could match examples of information texts to suggested audiences, respond to prompt questions about who the text was created for and/or discuss in groups or on a one-to-one basis who they think would use the text. Teachers/lecturers could also explore with learners the different ways in which information has been communicated and/or presented, eg structure, layout, and choice of vocabulary.</p> <p>Learners identify the purpose of different information texts. Learners could be asked to choose the correct purpose from a list of alternatives. Some learners may need to discuss alternatives and be given some prompting in order to identify the purpose. Learners also identify the type of information found in given information texts. Examples of possible learner responses could include:</p>

Information text	Purpose	Examples of key information found
List	To act as a reminder	<ul style="list-style-type: none"> ◆ items of food to buy at the supermarket (ie on a shopping list) ◆ tasks/activities to be carried out (ie tasks on a 'to do' list)
Instructions booklet	To provide information on how to do something/ how to use/operate an item	<ul style="list-style-type: none"> ◆ steps to follow to charge a mobile phone ◆ steps to follow to use a washing machine
Timetable	To provide details of bus/ train services (local, national)	<ul style="list-style-type: none"> ◆ days the service operates ◆ departure and arrival times
Leaflet, brochure, flyer	To advertise events, places, monuments	<ul style="list-style-type: none"> ◆ date/time/venue for event (eg coffee morning) ◆ location, name and facilities (eg holiday brochure)
Recipe	To provide cooking instructions	<ul style="list-style-type: none"> ◆ ingredients and equipment/utensils required ◆ cooking time(s) and/or oven temperature
Labelled diagram	To help identify component parts	<ul style="list-style-type: none"> ◆ helps identify parts of the human body) ◆ shows numbers in pictorial form (eg pie chart showing number of people who have a pet)
Advertisement (eg in a magazine, newspaper, online)	To promote goods and/or services	<ul style="list-style-type: none"> ◆ name of the manufacturer and/or model number ◆ the colour(s)/size(s) available ◆ the price and/or stockists
Letter	To provide information to recipient about, for example an appointment/notice that utility price may change	<ul style="list-style-type: none"> ◆ time, date and location of the appointment ◆ when the change in price will happen and why it is happening
E-mail	To provide and/or confirm information to recipient, for example, confirming food delivery from supermarket/ confirming online order	<ul style="list-style-type: none"> ◆ what time and date the delivery will take place ◆ how much was paid for the online item(s)

	<table border="1"> <tr> <td data-bbox="631 212 918 327">Newspaper article</td> <td data-bbox="918 212 1317 327">To inform and update reader(s) about something which has happened</td> <td data-bbox="1317 212 1989 327"> <ul style="list-style-type: none"> ◆ names of the people involved in the incident ◆ details about what happened </td> </tr> <tr> <td data-bbox="631 327 918 475">Notice/poster</td> <td data-bbox="918 327 1317 475">To provide information about how to do something and/or give information about an event</td> <td data-bbox="1317 327 1989 475"> <ul style="list-style-type: none"> ◆ steps/rules to follow/equipment to be worn (eg health and safety) ◆ date, time, place, cost, how to get tickets or what to do if you want to attend event </td> </tr> </table>	Newspaper article	To inform and update reader(s) about something which has happened	<ul style="list-style-type: none"> ◆ names of the people involved in the incident ◆ details about what happened 	Notice/poster	To provide information about how to do something and/or give information about an event	<ul style="list-style-type: none"> ◆ steps/rules to follow/equipment to be worn (eg health and safety) ◆ date, time, place, cost, how to get tickets or what to do if you want to attend event
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<p>2 Use information texts for given activities by:</p> <p>2.1 Choosing an appropriate information text for a given activity</p> <p>2.2 Identifying appropriate information from the chosen text</p>	<p>Teachers/lecturers should select appropriate activities to provide the context for learners to use information texts. Examples could include:</p> <ul style="list-style-type: none"> ◆ cooking and/or food preparation activities ◆ shopping ◆ travelling by public transport ◆ making craftwork items ◆ using kitchen and/or household equipment ◆ attending an event <p>Teachers/lecturers could also provide a range of information texts in a variety of formats (eg hard copy, online, written text, using pictures and/or symbols, Braille).</p> <p>Teachers/lecturers could then ask learners to choose an appropriate information text for a given activity. Learners could highlight words and/or phrases in the chosen information text which are appropriate to the given activity. Learners could also respond to questions about the chosen information text to identify information appropriate to the given activity. This could be an individual learner activity or form part of a group discussion, as appropriate.</p> <p>Learners choose an appropriate information text for a given activity. Learners then identify appropriate information from the chosen text. Learners are not, however, required to carry out the given activity to achieve the Assessment Standards.</p>						

Examples of possible learner responses could include:

Given activity	Appropriate information text chosen/information identified
Following health and safety requirements	Labelled diagram <ul style="list-style-type: none"> ◆ need to wear appropriate protective clothing/footwear (eg wearing goggles in science) ◆ need to follow procedures for classroom activities (eg washing hands before cooking)
Personal organisation	Class timetable <ul style="list-style-type: none"> ◆ specific equipment required for scheduled activities (eg PE kit) ◆ resources required for scheduled activities (eg packed lunch for outing)
Planning a journey by train (eg Glasgow to Edinburgh)	Timetable <ul style="list-style-type: none"> ◆ when the first train leaves Glasgow on a Monday morning ◆ when the train arrives in Edinburgh
Cooking	Recipe card <ul style="list-style-type: none"> ◆ main ingredients required to make the chosen dish (eg flour, eggs, butter) ◆ equipment required to make the chosen dish (eg wooden spoon, mixing bowl, saucepan)
Leisure activities (eg a local visitor attraction)	Leaflet <ul style="list-style-type: none"> ◆ main feature(s) of the visitor attraction (eg film show, gardens) ◆ opening times of the attraction in summer
Looking for a job	Job advert <ul style="list-style-type: none"> ◆ the address to apply to ◆ the closing date for applications ◆ tasks involved in the job
Looking for a place to stay	Schedule from estate agent <ul style="list-style-type: none"> ◆ how much the rent is each month ◆ the location of the flat/house

Information texts could also be discussed and explored as part of integrated activities to provide a broad learning experience. For example, in cooking and/or food preparation activities, learners could choose a recipe, identify the ingredients and equipment/utensils, and then follow the recipe instructions to prepare the dish. Alternatively, in activities to help learners develop independent living skills, learners could follow instructions provided in the instruction handbook to use a given product correctly (eg a washing machine, a microwave, an iron).

This Unit could also be linked to activities in other National 2 Units, for example the *Independent Living: Taking Part in Outdoor Activities* Unit, the *Independent Living: Personal Organisation* Unit and the *Independent Living: Taking Part in a Residential Experience* Unit.

Assessment

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements outlined and described in the *Unit Specification* and the *Unit Assessment Support pack*.

To achieve the Unit, learners must achieve the Unit Outcomes.

Evidence for this Unit could be collected during learning and teaching activities.

Teachers/lecturers could therefore record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ oral questioning before, during and on completion of an activity (recorded using an audio-visual or audio recording or using detailed written assessor notes as evidence)
- ◆ learning and teaching activities which generate physical evidence for assessment
- ◆ identifying opportunities to record evidence within out-of-centre activities

Alternatively, where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

Learners will benefit from receiving accurate and regular feedback on their work regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Authentication

For guidance on authentication of evidence that is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for verification purposes

It is anticipated that learners will need a high degree of teacher/lecturer assistance. More details about the type of support are provided within the Equality and inclusion section.

Developing skills for learning, skills for life and skills for work

The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop in this Unit. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

Skills for learning, skills for life and skills for work	Examples of learning and teaching approaches
1 Literacy	
1.1 Reading Reading means the ability to understand and interpret ideas, opinions and information presented in texts, for a purpose and within a context. It includes handling information to make reasoned and informed decisions.	Where appropriate, during learning and teaching activities, learners could: <ul style="list-style-type: none"> ◆ choose appropriate information texts for given activities ◆ identify appropriate information from chosen information texts
1.3 Listening and talking Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.	Where appropriate, learners could use their normal mode of communication to: <ul style="list-style-type: none"> ◆ communicate, eg identifying the purpose of given information texts ◆ respond, eg identifying the key information found in information texts
5 Thinking skills	
5.1 Remembering Remembering is the ability to identify, recognise and recall facts, events and sequences.	Where appropriate, learners could demonstrate remembering skills by: <ul style="list-style-type: none"> ◆ choosing an appropriate information text for a given activity
5.2 Understanding Understanding is the ability to demonstrate the meaning of items of information, to explain the order of events in a sequence, and to interpret in a different meaning or context.	Where appropriate, learners could demonstrate understanding by: <ul style="list-style-type: none"> ◆ identifying appropriate information from a chosen text for a given activity

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the Unit.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels. The support provided should be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader and/or scribe as appropriate)
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT, including adaptive technologies such as braille and assistive technologies (such as voice activated software) to support learners with limited capacities to write

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Guide to Assessment \(January 2014\)*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*](#)
- ◆ [*Coursework Authenticity — a Guide for Teachers and Lecturers*](#)
- ◆ [*SCQF Handbook: User Guide \(published 2009\)*](#) and
- ◆ SCQF level descriptors: www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ [*SQA Guidelines on e-assessment for Schools*](#)
- ◆ [*SQA Guidelines on Online Assessment for Further Education*](#)
- ◆ [*SQA e-assessment web page*](#)

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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