



## **Guidance for the Communication and Introduction to Literature units (SCQF level 5)**

### **Unit specifications**

Before delivering these units, you should familiarise yourself with the content of the unit specifications below.

#### **Communication (J4E4 45)**

This unit provides opportunities to develop skills in reading, writing, talking and listening. It may be delivered as a freestanding unit, developing communication skills for a wide range of contexts. It is particularly appropriate for learners who need to interpret, evaluate and use detailed written and spoken communication for learning, life and work.

[Communication Unit Specification \(SCQF level 5\)](#)

#### **Introduction to Literature (J4G8 45)**

This unit introduces learners to the study of literature and encourages them to read and develop a critical appreciation of a range of literary texts. Learners develop analytical and evaluative skills through the study of detailed texts from different genres.

[Introduction to Literature Unit Specification \(SCQF level 5\)](#)

### **Delivery**

These units can be delivered on their own, together, or combined with other freestanding units to provide a programme of study.

If both units are being delivered, it is recommended that they are organised as a centre-devised programme of study separate to any National Courses in English.

If only one of the units is being delivered, it could be included in an existing delivery programme, for example alongside the National 5 English course, or within the National 4 English course if learners show potential to achieve at SCQF level 5.

The units can also be integrated with other subjects. For example, they could be studied in conjunction with Scottish Studies or Media units as part of a programme of study.

## Assessment support packs

There is an assessment support pack (ASP) available for each of these units on SQA's secure website. You must refer to these support packs when preparing to deliver either of these units. You can access these through your SQA co-ordinator. To find the ASPs select 'NQGA – NCs and NPAs' from the left-hand menu, then select 'English' from the subject list.

## Prior verification

Centres who are new to the delivery of these units should use the prior verification service, if using centre-devised or adapted SQA assessment material. The assessment and associated material will be reviewed by an experienced external verifier and feedback will be provided. If you wish to access this service, please complete and return the [prior verification request and evaluation form](#). You can find information on prior verification on the [Quality assurance documents and videos page](#) on SQA's website.

## Attainment

These units are each worth 6 SCQF credit points at SCQF level 5. Achievement of the Communication unit gives automatic certification of the Core Skill of Communication at SCQF level 5.

Note: these units hold no equivalency to a National 5 English course and do not qualify for the Insight literacy measure.

## Internal assessment

These units can be delivered in schools, colleges, or community learning settings, and can be undertaken by a range of learners, including adult returners to education. As these units are internally-assessed there is the built-in flexibility of having no end-of-year exam.

These units are subject to external verification. Delivering centres should ensure there is a robust internal verification process in place to:

- ◆ ensure that all staff understand national standards and can apply them
- ◆ facilitate collaboration between staff and external colleagues
- ◆ enable and ensure fair, accurate and consistent assessment judgements
- ◆ support the credibility of internally-assessed qualifications with, for example parents, employers and higher education institutions
- ◆ allow quality concerns to be captured and addressed
- ◆ support preparation for successful external verification

## Employability

Through developing skills of communication and/or critical analysis, these units can contribute to a learner's employability, particularly with the Core Skill of Communication embedded at SCQF level 5. Achievement of the Communication unit can enhance learners' suitability for entry to employment or entry to further education. Core Skills significantly enhance a learner's learning profile.

## **Assessment advice for Communication (J4E4 45)**

### **Outcome 1**

When selecting a passage to assess reading for outcome 1, the following points are worth remembering:

- ◆ the passage should be between 750–900 words (newspapers, websites, blogs, or other non-fiction writing make good sources). It should be possible to make careful cuts to a longer piece to bring it down to the required length
- ◆ language and content should be detailed and should meet the vocational and/or personal needs of learners. There should be a clearly identifiable purpose to the writing (there may be more than one purpose). The writer's point of view must also be clear enough for learners to identify
- ◆ it would be useful if several of the following language features were present in the passage selected, for example subheadings, bullet points (or other obvious indicators of structure), interesting and appropriate use of word choice, graphic images, and statistics

### **Outcome 2**

- ◆ the piece of writing must be at least 500 words and contain detailed ideas and/or information
- ◆ types of writing most suited to this outcome: report, essay, proposal and review
- ◆ evidence of writing for outcome 2 might come from various sources, for example a National 5 English portfolio or work done for another subject
- ◆ learners may complete part of the work outwith the learning and teaching situation, but arrangements must be put in place to ensure authenticity

### **Outcome 3**

- ◆ topics, format and language used in the detailed listening texts should be relevant to learners, and likely to be familiar to them through their general awareness of vocational and current issues
- ◆ structured questions may direct learners to significant information, ideas and supporting detail
- ◆ learners must use their own words to explain and show understanding of ideas

### **Outcome 4**

- ◆ each learner must talk for at least 3 minutes in total
- ◆ learners participate actively in one detailed spoken activity and must respond to the contribution of others
- ◆ the teacher or lecturer may support learners during either a discussion or presentation with some prompting or questioning
- ◆ some recording of oral work may be useful. It can allow feedback to learners and support internal and external verification procedures

## **Assessment advice for Introduction to Literature (J4G8 45)**

### **Outcome 1**

- ◆ evidence must be in the form of two critical extended-responses, either written or spoken, to two texts from different literary genres
- ◆ acceptable literary genres: poetry, media (film or TV drama), prose fiction, prose non-fiction and drama
- ◆ suitable tasks could be found by adapting National 5 English critical essay questions from past papers, or questions could be devised by the centre
- ◆ the assessments must be:
  - open book
  - undertaken with arrangements in place to ensure authenticity
- ◆ a response of 400–500 words, or 4 minutes for a spoken answer, represents an acceptable response for each assessment
- ◆ a response written under timed conditions would not be appropriate

### **Outcome 2**

- ◆ the chosen text for the textual analysis must be literary
- ◆ a complete short text or an extract from a larger text (approximately 30–40 lines) may be selected
- ◆ the text will have been studied previously and could be a text used for outcome 1
- ◆ the assessment must be:
  - closed book: learners may not refer to any form of notes and questions must be previously unseen
  - carried out under supervision and control
- ◆ 6–10 questions should be used for the instrument of assessment (refer to the ASP for an example assessment)
- ◆ there is no requirement to complete the assessment under timed conditions

For both units, further information can be found in the unit specifications and in the assessment support packs (ASPs).