



Guidance for the Communication NC and Literature 1 units (SCQF level 6)

Unit specifications

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

Communication NC (FA1W 12)

This unit provides opportunities to develop skills in understanding, analysing, evaluating and using complex, formal English in a range of written and spoken forms. It may be delivered as a freestanding unit, developing communication skills for a wide range of vocational contexts. It is particularly appropriate for candidates who need to interpret, analyse and convey complex written and oral information.

[Communication \(NC\) Unit Specification \(SCQF level 6\)](#)

Literature 1 (FA58 12)

This unit focuses on the reading of literature and responding critically to that reading. Learners read and study a variety of complex literary texts from different genres. This develops a high level of analytical reading skill as learners' study, analyse and evaluate texts.

[Literature 1 Unit Specification \(SCQF level 6\)](#)

Note: temporary modifications were introduced to the units during the pandemic. For Communication NC, these reduced the number of assessments from two to one for each learning outcome (reading, writing, listening and talking). For Literature 1, the number of responses required for outcome 1 was reduced from two to one. Following stakeholder feedback and an internal review, the following decisions were made:

- ◆ Communication NC: all modifications are being retained and the unit specification will be updated to reflect this
- ◆ Literature 1: modifications are not being retained. There is a return to the full requirements of the unit specification

Delivery

The Communication NC and Literature 1 units are not a group award, but they can be delivered as an alternative to Higher English, as part of a centre-devised course.

These units can be delivered on their own or together 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 (for example Higher English).

Note: the level of demand for these units is SCQF level 6. This must be adhered to at all times, especially when making assessment judgements. The indicator for SCQF level 6 is 'complex language'.

Assessment support pack

There is a combined assessment support pack (ASP) available for these units on SQA's secure website. You must refer to this support pack when preparing to deliver either of these units. You can use the assessments in their entirety, in part, or use as a benchmark for devising your own assessments. You can access this pack through your SQA co-ordinator. To find the ASP select 'NQGA – NCs and NPAs' from the left-hand menu, then select 'English' from the subject list. Two new ASPs are to be published during session 2023–24: one for FA58 12 and one for FA1W 12.

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](#). Prior-verified assessments are available on SQA's secure website. To find these, select 'NQGA – NCs and NPAs' from the left-hand menu, then select 'Centre Devised Prior Verified Assessments'. You can find information on prior verification on the [Quality assurance documents and videos page](#) on SQA's website.

Attainment

Communication NC is a double credit unit worth 12 SCQF credit points at SCQF level 6. Achievement of the Communication NC unit gives automatic certification of the Core Skill of Communication at SCQF level 6. Literature 1 is a single credit unit worth 6 SCQF credit points at SCQF level 6.

Some further and higher education institutions accept the combination of both of these qualifications as an alternative to Higher English. Before deciding to deliver these units, centres must ensure they fully meet the needs of their candidates. If a candidate wishes to progress to further study at college or university, the centre or candidate should check that the prospective college or university accept these units as an alternative to Higher English.

The Communication NC unit contributes to the Insight literacy measure. Further information is on the [Insight website](#), under the 'Getting Started - guides for beginners' tab, in the 'Literacy and Numeracy Measure' paper.

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 6. 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 NC (FA1W 12)

Outcome 1

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

- ◆ outcome 1 requires one assessment. This is based on one piece of complex written communication
- ◆ the text must be non-fiction and can vary in type, for example a persuasive essay, an investigative report, a newspaper opinion piece or an analytical article drawing on several perspectives
- ◆ the reading text must use complex language and have clear structural features. It could also include features, for example graphics or photos
- ◆ the text selected should be relevant to the vocational and/or personal needs of the learners

Outcome 2

- ◆ learners are required to produce evidence in the form of one complex non-fiction written text which can vary in format:
 - writing that develops an in-depth argument or point of view
 - writing that mainly presents, analyses and evaluates a substantial body of information
- ◆ the text should be at least 650 words

- ◆ examples of texts:
 - an investigative report, using a recognised format, which could allow the application of knowledge gained in a specialised context
 - a paper or business report, which could include a summary followed by a clearly defined proposal
 - a critical essay, which could explore a critical point of view or argument

Outcome 3

- ◆ learners must show that they can respond to questions that require them to analyse and evaluate a complex spoken communication: an individual presentation or a group discussion between two or more speakers
- ◆ suitable presentations could be recorded formal presentations (for example a TED talk or political speech), or a short talk from a live speaker. Suitable discussions could be, for example, a recorded studio exploration of a complex issue or a live vocational discussion
- ◆ the length of listening texts should be appropriate to purpose. The length of presentation should be at least 5 minutes and should contain complex spoken content. A short discussion, or discussion extract (5 to 10 minutes), could be appropriate so long as there is complex, in-depth contribution from more than one speaker

Outcome 4

- ◆ learners must produce evidence in the form of one complex spoken language form: an individual presentation or a group discussion
- ◆ if an individual presentation is chosen, it must be at least 5 minutes (with additional time for questions)
- ◆ if an in-depth discussion is chosen, the learner must make a significant contribution to it. A discussion with the purpose of exploring ideas in a relevant academic or vocational context would be relevant or appropriate
- ◆ the assessor could co-ordinate or 'chair' the discussion, or one of the learners could take on this role

Assessment advice for Literature 1 (FA58 12)

Outcome 1

- ◆ evidence is required in the form of two written or oral responses to texts from two different genres. Each response should be a minimum of 400 to 500 words. If doing a presentation, the minimum length is 6 minutes
- ◆ learners may respond to a single text in each of these responses
- ◆ centres should gather evidence under open-book conditions, using a system to ensure authenticity
- ◆ there is no requirement to complete the assessment under timed conditions

Outcome 2

- ◆ the assessment is a set of questions based on an unseen literary text. This could be a complete short text or part of a longer one (for example a scene from a play or a short extract from a novel)
- ◆ assessment texts and questions may be devised by centres but submission to SQA for prior verification is recommended
- ◆ there is no requirement to complete the assessment under timed conditions

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