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NATIONAL 4 ENGLISH & LITERACY - INTRODUCTION

- The main purpose of each Course at **National 3/4/5 and Higher English** is to provide you with the opportunity to develop the **skills of listening, talking, reading and writing**.
- Your participation in these courses will promote the development of your **literacy skills**.
- You will be able to read information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Summary of Course Aims

The **National 4 English and Literacy Course** offers you the opportunity to develop and extend a wide range of language skills. In particular the Course aims to enable you to develop the ability to:

- ◆ listen, talk, read and write, as appropriate to purpose, audience and context
- ◆ **understand, analyse and evaluate straightforward texts**, as appropriate to purpose and audience in the contexts of literature, language and media
- ◆ **create and produce straightforward texts**, as appropriate to purpose audience and context
- ◆ use your knowledge of language across your learning and in your daily life

COURSE CONTENT

The successful student in **National 4 English** will have achieved the outcomes in each of the **component units** shown on pages 5-8.

ASSESSMENT

The award of **National 4 English** will be based on a combination of important **internal assessments**. To gain an overall award, you must achieve a pass in all of the component units of the course.

ENGLISH PRESENTATION POLICY FOR NATIONAL QUALIFICATION COURSES

COURSE ENTRY LEVELS

You should note that the successful completion of an English course in S4-6 depends upon each of the following criteria:

1. Your progression from Courses you have successfully completed in this subject in S3 and, if applicable, S4.
2. Realistic awareness of your own strengths, development needs, ability and aptitude in this subject based on the experiences and outcomes for Literacy and English which you covered in S3.
3. The recommendation made to you at the end of S3/S4 and the advice given to you by your current class teacher based upon your attainment during the course.

It is essential that you begin the course at the appropriate level for you. This will prevent serious difficulties at a later stage.

NATIONAL 4 ENGLISH COURSE ENTRY LEVELS

- ◆ Pupils who have achieved a minimum standard of attainment as demonstrated in **reading, writing, listening and talking** at **Third Level** in S3 are recommended for National 4 English in S4.
- ◆ National 3 English or relevant component units
- ◆ Literacy (National 3)

Progression routes from National 4

- National 5 English in S5
- Other appropriate subject qualifications at SCQF level 4
- Exit to employment
- Further Education

PERSONAL TARGET SETTING

It is expected that students will demonstrate high levels of commitment and motivation towards coursework and homework. Furthermore, students must engage in ongoing revision of the knowledge about language and texts studied.

Use this section of your profile to help you set your targets at an appropriate level.

My Curriculum for Excellence Level for English/Literacy at the end of S3	<input type="radio"/> Second level D / C / S <input type="radio"/> Third Level D / C / S <input type="radio"/> Fourth Level D / C / S
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National 3 English in S4	<input type="radio"/> Pass <input type="radio"/> Fail
National 3 Literacy in S4	<input type="radio"/> Pass

My Presentation Level at the beginning of S4 (Circle)	<input type="radio"/> National 3 <input type="radio"/> National 4
My Target at National 4 is	<input type="radio"/> Pass

AUGUST: Pupil Signature _____ **Date** _____

NATIONAL 4 ENGLISH

COURSE CONTENT AND PATTERN OF ASSESSMENT

COMPONENT UNIT	CLASSROOM STUDY	INTERNAL ASSESSMENT	EVIDENCE OF SKILLS	SPECIFIC OUTCOMES: <i>I will ...</i>
<p>1</p> <p>Analysis and Evaluation</p> <p>Outcomes:</p> <p>Understand, analyse and evaluate -</p> <p>1. straightforward written texts</p> <p>2. straightforward spoken language</p>	<p>Study of straightforward texts in contexts of literature, language or media (see Literacy Unit)</p>	<p>- Close Reading (word-based text)</p>	<p>READING for UNDERSTANDING, ANALYSIS and EVALUATION</p> <p>Answer questions about one written text</p>	<ul style="list-style-type: none"> • <i>Identify purpose and audience (genre)</i> • <i>Identify the main idea and supporting details</i> • <i>Apply knowledge about language to explain meaning and effect</i>
	<p>1. Reading</p> <p>2. Watching & Listening</p>	<p>- Spoken Language Activity</p> <p>- Watching & Listening</p>	<p>– CRITICAL WATCHING & LISTENING</p> <p>Answer questions about one text</p>	<ul style="list-style-type: none"> • <i>Identify purpose and audience (genre)</i> • <i>Identify the main idea and supporting details</i> • <i>Apply knowledge about language to explain meaning and effect</i>

COMPONENT UNIT	CLASSROOM STUDY	INTERNAL ASSESSMENT	EVIDENCE OF SKILLS	SPECIFIC OUTCOMES: <i>I will ...</i>
2 Creation and Production Outcomes: 1. Create and produce straightforward written and spoken texts in a familiar context, as appropriate to purpose and audience 2. Take part in straightforward spoken interactions	Create and produce written texts using straightforward language	Writing: <ul style="list-style-type: none"> • One written text • <i>Either creative or discursive</i> 	<ul style="list-style-type: none"> • Produce one piece of writing <ul style="list-style-type: none"> ○ at least 300 words long 	<ul style="list-style-type: none"> • <i>Select ideas and content, using a format and structure appropriate to purpose and audience</i> • <i>Apply knowledge of language in terms of language choice and technical accuracy</i> • <i>Communicate meaning at first reading</i>
	Create and produce spoken interactions/talks using straightforward language	Talking: <ul style="list-style-type: none"> • One presentation/talk, including questions 	<ul style="list-style-type: none"> • Produce one talk/oral presentation • Respond to questions 	<ul style="list-style-type: none"> • <i>Select ideas and content, using a format and structure appropriate to purpose and audience</i> • <i>Apply knowledge of language in terms of language choice</i> • <i>Communicate meaning at first hearing</i> • <i>Use aspects of non-verbal communication</i>

REMEMBER: To gain an overall award, you must achieve a pass in all of the component units of the course.

	COMPONENT UNIT	CLASSROOM STUDY	LEARNING ACTIVITIES:
3	<p style="text-align: center;">Literacy</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Read and understand straightforward word-based texts 2. Listen to and understand straightforward spoken communication 3. Write straightforward technically accurate texts 4. Talk to communicate, as appropriate to audience and purpose 	<ul style="list-style-type: none"> • Read both fiction and non-fiction texts • Study literature in three genres – poetry, prose and drama • Study a range of media texts • Create extended critical essays, imaginative responses, diaries, blogs, letters or newspaper articles • Discuss texts and create presentations on texts • Develop knowledge about language 	<p>Reading Use both fiction and information texts. Discuss texts and identify the ideas within texts by:</p> <ul style="list-style-type: none"> • <i>selecting and using relevant information</i> • <i>explaining aspects, including audience and purpose</i> • <i>commenting on effectiveness</i> • <i>asking and answering questions</i> • <i>comparing and contrasting</i> • <i>sorting and sequencing</i> • <i>summarising and predicting</i> • <i>text completion</i> <p>Focus will be on the intended audience(s) and purpose(s) of texts.</p> <p>Writing Plan writing:</p> <ul style="list-style-type: none"> • <i>by creating mind maps</i> • <i>through peer discussion and consideration of the genre, audience and purpose of writing</i> <p>Develop writing through:</p> <ul style="list-style-type: none"> • <i>discussion of structure and layout</i> • <i>building up sentences by linking</i> • <i>planning paragraphs</i> • <i>use of topic sentences</i> • <i>developing vocabulary</i> • <i>developing technical skills in grammar, punctuation and spelling</i> • <i>using writing frames and scaffolding</i> • <i>selecting and using appropriate language</i> <p>Listening and talking Use language skills in real language situations. In such situations, particularly drawn from life and work, activities may involve:</p> <ul style="list-style-type: none"> • <i>selecting and using relevant information</i> • <i>selecting and using appropriate language</i> • <i>organising spoken communication</i> • <i>explaining aspects, including audience and purpose</i> • <i>commenting on effectiveness</i> • <i>asking and answering questions</i> • <i>listening for and making comparisons/contrasts</i> • <i>summarising and predicting</i> • <i>using non-verbal conventions</i>

COMPONENT UNIT	CLASSROOM STUDY	ASSESSMENT & EVIDENCE OF SKILLS	SPECIFIC OUTCOMES: <i>I will ...</i>
<p>4</p> <p>Assignment: Added Value Unit</p> <p>Outcome:</p> <ol style="list-style-type: none"> 1. Demonstrate language skills in the contexts of literature, language or media 2. Demonstrate challenge and application 	<ul style="list-style-type: none"> • Apply language skills to investigate a chosen topic drawn from the contexts of language, literature or media <p>You <i>choose</i> the topic focus from:</p> <ul style="list-style-type: none"> • authors/directors • theme(s) • use of language • a topic you feel strongly about 	<p>Either:</p> <ul style="list-style-type: none"> • Produce one piece of writing: <ul style="list-style-type: none"> ○ critical essay/informative essay/argumentative essay/report ○ 700-800 words long <hr/> <p>Or:</p> <ul style="list-style-type: none"> • Produce one oral presentation: <ul style="list-style-type: none"> ○ at least 5 minutes long, <u>not</u> including questions ○ delivered to an audience of at least three 	<ul style="list-style-type: none"> • <i>Provide evidence of my ability to apply my language skills to investigate and report on a chosen topic</i> • <i>Demonstrate my ability to select and evaluate relevant information using my reading skills</i> • <i>Present my findings, either orally or in writing, and respond to questions on the chosen topic using my listening skills</i> <hr/> <ul style="list-style-type: none"> • <i>Read straightforward texts</i> • <i>Select relevant information from the texts</i> • <i>Evaluate the texts, using some appropriate critical terminology</i> • <i>Present my findings, either orally or in writing</i> • <i>Respond to questions</i>

NATIONAL 4 ENGLISH

INTERNAL ASSESSMENT

RECORD OF ACHIEVEMENT/OUTCOMES

This page of your Student Profile should be used to record completion and/or assessment of each of the component units of the course.

UNIT	OUTCOME	INTERNAL ASSESSMENT	
		Date Completed	Pass/ Mark
1. Analysis and Evaluation	Reading for understanding, analysis and evaluation – 1 written text		Pass / Fail
	Listening – 1 media text		Pass / Fail
2. Creation and Production	Writing 1 writing piece drafted for your Folio		Pass / Fail
	Talking 1 presentation or talk, including questions		Pass / Fail
3. Literacy Assessment	Reading		Pass / Fail
	Listening		Pass / Fail
	Writing		Pass / Fail
	Talking		Pass / Fail
4. Assignment	Based on your chosen topic you must complete one of these two tasks:	One piece of writing (700-800 words)	Pass / Fail
		One oral presentation (5 minutes long)	

NATIONAL 4 ENGLISH

INTERNAL REASSESSMENT

RECORD OF ACHIEVEMENT/OUTCOMES

This page of your Student Profile should be used to record completion and/or reassessment of each of the component units of the course.

UNIT	OUTCOME	INTERNAL ASSESSMENT	
		Date Completed	Pass/ Mark
1. Analysis and Evaluation	Reading for understanding, analysis and evaluation – 1 written text		Pass / Fail
	Listening – 1 media text		Pass / Fail
2. Creation and Production	Writing 1 writing piece drafted for your Folio		Pass / Fail
	Talking 1 presentation or talk, including questions		Pass / Fail
3. Literacy Assessment	Reading		Pass / Fail
	Listening		Pass / Fail
	Writing		Pass / Fail
	Talking		Pass / Fail
4. Assignment	Based on your chosen topic you must complete one of these two tasks:	One piece of writing (700-800 words)	Pass / Fail
		One oral presentation (5 minutes long)	

UNIT 1 – ANALYSIS AND EVALUATION

In this Unit you will develop the skills needed to **understand, analyse and evaluate straightforward texts**.

The skills you learn will assist with **internal assessment** in two aspects:

- ◆ Reading for Understanding, Analysis and Evaluation
- ◆ Watching and Listening

In order to complete this unit successfully you must achieve **two outcomes**:

OUTCOME 1:

Understanding, Analysing and Evaluating Straightforward Written Texts

The objective of this outcome is for you to be able to understand, analyse and evaluate (UAE) straightforward written texts.

Put simply, Outcome 1 is concerned with your skills in **Reading**.

For **internal assessment** purposes you are required to answer **one** set of questions on *either one* fiction *or* non-fiction written text. The assessments will be completed under controlled conditions which your teacher will explain. You will also complete practice close reading exercises to help develop your skills in understanding, analysis and evaluation for the assessment.

The **text** you will be asked to read and respond to will be *either* a fiction *or* a non-fiction text. It will always convey straightforward information.

The **skills** you are required to demonstrate must be shown through your ability to:

- Identify and explain the **purpose** and **audience**, as appropriate to **genre**;
- Identify and explain the **main ideas** and **supporting details**;
- Apply **knowledge and understanding of language** to explain **meaning** and **effect**.

Outcome 1 will be assessed in school and the results recorded by you or your teacher. You must pass each of the Assessment Standards in order to gain an overall pass. It is important that you monitor your progress and performance in this outcome.

UNIT 1 – ANALYSIS AND EVALUATION

Reminder: The purpose of this Unit is to provide you with the opportunity to develop listening and reading skills in the contexts of literature, language and media. You will develop the skills needed to **understand, analyse and evaluate straightforward texts**.

OUTCOME 2:

Understanding, Analysing and Evaluating Straightforward Spoken Language

The objective of this outcome is for you to be able to understand, analyse and evaluate a range of media and spoken texts.

Put simply, Outcome 2 is concerned with your skills in **Reading, Watching and Listening**.

You will do this by watching and listening to an extract from a film, television programme, trailer or commercial/advert and then answering a set of questions which will require you to:

- Identify and explain the purpose and audience;
- Identify and explain the main areas and supporting details;
- Apply knowledge and understanding of language to explain meaning and effect.

Your assessor will let you know how the assessment will be carried out and any required conditions for doing it.

To pass this task you will need to watch and/or listen very carefully.

The topic will be decided by your teacher.

- ◆ You will be shown a short extract from a film/television programme/radio programme/commercial advert or trailer which will last between two and six minutes.
- ◆ You will be given a series of questions about the text.
- ◆ You may write your responses to the questions and/or provide your response orally.
- ◆ Your teacher will play the extract twice but you may ask to see/hear it as many times as is helpful to you.
- ◆ You may take notes throughout. These will not be assessed but may be useful for you.

You and your teacher will record the results of all of the spoken language assignments which you have completed during the course.

It is important that you monitor your progress and performance in this outcome.

UNIT 2 – CREATION AND PRODUCTION

The purpose of this Unit is to provide you with the opportunity to develop talking and writing skills in a range of familiar contexts. You will develop the skills needed to **create and produce straightforward texts** in both written and oral forms.

The skills you learn will assist with **internal assessment** in two aspects:

- ◆ Creating and producing straightforward written texts
- ◆ Taking part in straightforward spoken interactions

OUTCOME 1:

Create and produce straightforward written texts.

The objective of this element is for you to be able to compose one piece of writing from the following genres – Creative and Discursive.

You will achieve this unit in your writing by :

- ◆ Selecting ideas and content, using a format and structure appropriate to purpose and audience
- ◆ Applying knowledge of language in terms of language choice and technical accuracy
- ◆ Communicating meaning at first reading

Learning Activities

Throughout the Course, you will develop your skills for creative and reflective writing, using literary texts as a model for the production of a folder/folio of short and extended pieces of writing which demonstrate your learning, as well as taking part in activities such as poster creation, writing letters to authors/book blurbs.

You will be given the opportunity to reflect on personal experiences and your views on issues of interest and concern to you.

You will have the chance to increase your imaginative skills in order to create effective openings, settings, characters, plot structures and themes for short stories or scripts.

You will have the opportunity to build on your knowledge of argumentative and/or persuasive writing.

Unit Assessment

For **internal assessment** you are required to compose **one** piece of writing which is either **creative** or **discursive**. Before you are assessed you will be given opportunities to research, discuss and take notes, and in so doing develop the necessary skills with the support and advice needed.

In order to achieve this outcome you must produce **one** piece of writing which is:

- entirely your own work
- written in controlled conditions which your teacher will explain
- a clear example of a particular writing genre
- of appropriate length – at least **300 words** long
- competent enough to meet standards of technical accuracy required by National 4

N.B. – No assessed piece may be redrafted more than twice (SQA).

Careful planning and preparation will be required. In particular, you should make sure that you understand the requirements of the genre in which you have chosen to write. The genres available to you are as follows (one chosen from Group A and one from Group B):

Group A: Creative Writing

- a personal essay/reflective essay
- a piece of prose fiction (e.g. - short story, episode from a novel)
- a dramatic script (e.g. scene, monologue, sketch)

Group B: Discursive Writing

- a piece of transactional writing, such as a letter
- a persuasive essay
- an argumentative essay
- a report on a topic

Evidence Requirements:

1. Draft Title
2. Outline Plan
3. Draft Version
4. Final Version



The piece of work you produce for this Outcome will be assessed in school by your teacher.

It is essential that all deadlines are met on time.

The following pages provide a series of **success criteria** which can be used to evaluate the quality and effectiveness of pieces of writing which have been written in the following genres:

- ◆ Creative - Short Story
- ◆ Creative - Personal/Reflective Essay
- ◆ Discursive – Argumentative/Persuasive

National Qualifications in English

National 4

Successful Learners and Confident Writers at Mintlaw Academy

Pupil's Name _____

Class _____

Type of Writing: Creative: Short Story

My writing task/title:

My writing target:

My Success Criteria for Writing		Type of Assessment		
		Self	Response Partner	Teacher
What I have to do to make my writing better – to create an impact on the reader!				
Vocabulary	I can use ambitious and adventurous language - Wow Words - including adjectives and adverbs for description.			
	I can create a picture of characters and setting by showing (not telling) the reader what is happening and highlighting key events in the story.			
	I can use imagery and figures of speech to create an imaginative account of characters, setting and feelings/mood.			
Structure	I can use the narrative to help engage my reader – e.g. first person narrative / cliffhanger / flashback ...			
	My story has an effective and gripping opening which makes the reader want to read on.			
	My story has a clear and convincing turning point .			
	My story builds up to a clear, convincing and surprising climax .			
Accuracy	I can use a range of punctuation accurately and I experiment with other punctuation for effect (including exclamation marks, inverted commas, ellipsis, dashes, brackets, colons, semi-colons and apostrophes).			
	I can spell most of the words I use words correctly.			
	I can vary my sentence lengths / types to make my writing lively, clear and interesting.			
	I can use verbs correctly - including past, present and future tenses.			
	I can proof read carefully in order to make my writing the best that it can be.			
Content	I can write appropriately for both purpose and reader/audience .			
	I can create mood , develop characters/setting and express feelings or emotions .			

National Qualifications in English

National 4

Successful Learners and Confident Writers at Mintlaw Academy

Pupil's Name _____

Class _____

Type of Writing: **Creative: Personal / Reflective**

My writing task/title:

My writing target:

My Success Criteria for Writing		Type of Assessment		
		Self	Response Partner	Teacher
What I have to do to make my writing better – to create an impact on the reader!				
Vocabulary	I can use ambitious and adventurous language - Wow Words - including adjectives and adverbs for description.			
	I can create a clear picture of people, places, setting, and feelings by showing (not telling) the reader what is happening and highlighting key aspects of the experience.			
	I can use imagery and figures of speech to create an imaginative account of people, places, setting and feelings/mood.			
Structure	I can use the narrative to help engage my reader – e.g. first person narrative / flashback ...			
	My account/reflection has an effective and gripping opening which makes the reader want to read on.			
	My account/reflection develops to a clear and convincing turning point .			
	My account/reflection builds up to a clear, convincing and surprising climax .			
Accuracy	I can use a range of punctuation accurately and I experiment with other punctuation for effect (including exclamation marks, inverted commas, ellipsis, dashes, brackets, colons, semi-colons and apostrophes).			
	I can spell most of the words I use words correctly.			
	I can vary my sentence lengths / types to make my writing lively, clear and interesting.			
	I can use verbs correctly - including past, present and future tenses.			
	I can proof read carefully in order to make my writing the best that it can be.			
Content	I can write appropriately for both purpose and reader/audience .			
	I can create mood , develop people/places/setting and express feelings or emotions .			

National Qualifications in English

National 4

Successful Learners and Confident Writers at Mintlaw Academy

Pupil's Name _____ Class _____

Type of Writing: Discursive: Argumentative/Persuasive

My writing task/title:

My writing target:

My Success Criteria for Writing		Type of Assessment		
		Self	Response Partner	Teacher
What I have to do to make my writing better – to create an impact on the reader!				
Vocabulary	I can use ambitious, sophisticated and adventurous language - Wow Words .			
	I can use signal words effectively to link together the different stages in my line of argument .			
	I can use language effectively to engage my reader with the topic/ideas/issues/points of view involved in my argument.			
Structure	I can use some techniques of discursive writing to help manipulate/engage my reader – e.g. topic sentences / rhetorical questions / repetition ...			
	My line of argument has an effective and thought-provoking opening .			
	My essay develops a clear, relevant and convincing line of argument , presenting <i>more than one point of view</i> .			
	My essay builds up to a clear and convincing conclusion .			
Accuracy	I can use a range of punctuation accurately and I experiment with other punctuation for effect (including exclamation marks, inverted commas, ellipsis, dashes, brackets, colons, semi-colons and apostrophes).			
	I can spell most of the words I use words correctly.			
	I can vary my sentence lengths / types to make my writing lively, clear and interesting.			
	I can use verbs correctly - including past, present and future tenses.			
	I can proof read carefully in order to make my writing the best that it can be.			
Content	I can write appropriately for both purpose and reader/audience .			
	I can create an engaging line of argument , present a range of views with supporting evidence and express feelings, attitudes or points of view .			

**Writing Folio Feedback:
Thorough Proof Read Prior to Publication**

Focus on **one** aspect at a time only – *either* content *or* accuracy – as you provide feedback.

Write your initials plus “content” OR “accuracy” at the top of the script.

Use a **highlighter pen**, **correction codes** and **brief comments** to help give clear feedback.

CONTENT	ACCURACY (use correction codes)
Has an appropriately detailed list of sources been included?	Are there too many words ? National 4 = at least 300 words
Does the title create an impact – e.g. play on words, intrigue the reader, catch your attention ...?	Is the title expressed clearly ? Does it make sense ?
Is there variety in the vocabulary ?	Do the sentences make sense ?
Is there precise/thoughtful word choice and selection/use of wow words ?	Is the punctuation accurate?
Is there a clear structure/progression in the plot or line of argument ?	Is the spelling accurate?
Are sentences/paragraphs presented/organised in ways that create an impact ?	Are there effective topic sentences ?
Is the opening effective?	Is appropriate/effective use made of signal words ?
Is the ending effective?	Is the paragraphing clear?
Write down a key target which you think would make the biggest difference to this piece of writing. Be specific!	Write down a key target which you think would make the biggest difference to this piece of writing. Be specific!

UNIT 2 – CREATION AND PRODUCTION

OUTCOME 2:

Take part in straightforward spoken interactions.



The objective of this outcome is for you to be able to understand, analyse and evaluate a range of media and spoken texts.

Put simply, Outcome 2 is concerned with your skills in **Talk and Discussion**.

The assessment task will require you to take part in a **group talk** OR an **individual talk**.

You might also have the opportunity to present your content and ideas more imaginatively by way of an interview/news bulletin/film/quiz show.

Your teacher will offer you advice about which format to use.

You will achieve this outcome by:

- Selecting ideas and content, using a format and structure appropriate to purpose and audience;
- Applying knowledge and understanding of language in terms of language choice;
- Communicating meaning at first hearing;
- Using aspects of non-verbal communication.

Your assessor will let you know how the assessment will be carried out and any required conditions for doing it.

N.B. - You may use the same topic as you use for one of your pieces of writing.

To pass this assessment you will have to:

- ◆ give detailed, relevant information in your spoken contribution
- ◆ aim to persuade your audience/group members
- ◆ use varied and appropriate vocabulary
- ◆ speak clearly and use gesture and eye contact appropriately

Your assessor will be observing throughout.

The piece of work you produce for this Outcome will be assessed in school by your teacher.

It is important that you monitor your progress and performance in this outcome.

Success Criteria for Spoken Interactions – National 4

<p>English N4: 2.1</p> <p>Selecting ideas and content, using a format and structure appropriate to purpose and audience</p>	<ul style="list-style-type: none"> ◆ can contribute relevant ideas and responses with an attempt at sequencing ◆ can follow the structure of an individual talk or group discussion ◆ can sustain the topic 	<p>Candidates should communicate straightforward ideas and opinions on the topic. Candidates should not dominate the group.</p> <p>Candidates should support and/or challenge others' ideas.</p> <p>In group situations candidates should take turns, acknowledge the Chairperson and stay 'on task'.</p> <p>In individual talk the response should be structured in a way that is suitable for the purpose and audience. The talk will show a progression of ideas, using appropriate linkage.</p>
<p>Literacy N4: 4.1</p> <p>Selecting and using straightforward language</p>	<ul style="list-style-type: none"> ◆ can communicate several relevant ideas ◆ can use straightforward vocabulary and expression 	<p>Candidates should communicate straightforward ideas and opinions on the topic of disability.</p> <p>The candidate's register should be appropriate for the other group members.</p>
<p>English N4: 2.2</p> <p>Applying knowledge of language in terms of language choice</p>	<ul style="list-style-type: none"> ◆ can use straightforward vocabulary that is appropriate to the purpose and audience 	<p>Candidates' register should be appropriate for the other group members.</p>
<p>Literacy N4:4.2</p> <p>Organising the communication</p>	<ul style="list-style-type: none"> ◆ can organise or structure the communication ◆ can sustain the communication 	<p>In group situations the candidate should take turns, acknowledge the Chairperson and stay 'on task'.</p> <p>Candidates should not dominate the group. Candidates should support and/or challenge others' ideas and contribute to the success of the discussion.</p> <p>In individual talk the response should be structured in a way that is suitable for the purpose and audience. The talk will show a progression of ideas, using appropriate linkage.</p>
<p>English N4: 2:3</p> <p>Communicating meaning at first hearing</p>	<ul style="list-style-type: none"> ◆ can communicate so that others understand easily 	<p>Candidates should be understood by the assessor.</p> <p>Candidates should attempt to vary their pace, tone or expression to aid communication.</p>
<p>English N4: 2.4</p> <p>Using aspects of non-verbal communication</p>	<ul style="list-style-type: none"> ◆ can use gesture/facial expression/ eye contact appropriately 	<p>The candidate's non-verbal communication should enhance his/her performance</p>
<p>Literacy N4: 4.3</p> <p>Using non-verbal conventions</p>	<ul style="list-style-type: none"> ◆ can use body language and eye contact and pace or emphasis 	<p>The candidate's non-verbal communication should enhance his/her performance.</p>

UNITS 3 and 4 – LITERACY AND ASSIGNMENT

Literacy Unit Overview

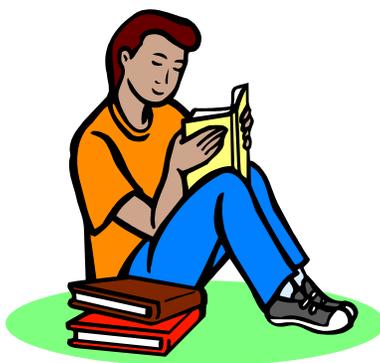
The **Literacy** element of the **National 4 Course**, combined with the **Assignment Unit**, will provide you with the opportunity to develop the **skills** of **listening, talking, reading and writing** in order to **understand and use language effectively**.



The objectives of these two elements of the Course are for you to be able to read, write, talk about and respond critically (thoughtfully) to straightforward texts that are linked with the topics which you study.

Sometimes these texts/topics will be **chosen for you**, and sometimes you will be responsible for **choosing them yourself**. Sometimes you will respond by talking about the texts and/or topics, and other times you will be required to write about them.

Reading Literature



Through a study of literature, you will be encouraged to engage in **personal reading for enjoyment** and keep a personal log or blog, as well as having the opportunity to engage in oral presentations and discussions.

You will be encouraged to discuss the literature you study and present your analysis and evaluation of aspects of a text to an audience.

This Unit is assessed and evidence gathered throughout the National 4 Course.

Assignment (Value Added Unit)

The objective of this element of the Course is for you to be able to demonstrate your language skills in the contexts of literature, language or media by investigating a topic. In addition, this assignment will allow you to demonstrate challenge and application.

It will allow you to combine together and apply the language knowledge and skills that you develop in the other three Units using a topic of your own choosing by:

- ◆ Reading straightforward texts
- ◆ Selecting relevant information from the texts
- ◆ Evaluating the texts, using some appropriate critical terminology
- ◆ Presenting your findings
- ◆ Responding to questions

A separate set of guidelines and a learning log will be made available for helping you to develop your Assignment.

N4 ASSIGNMENT – Success Criteria for a Written Response

The following grid summarises key elements that the assessor is looking for in your written response to the assignment. It can be used in both self and peer assessment activities – for example using a “response partner” to provide feedback on your work. A response partner is someone (not your teacher) who tells you the truth about your work and helps you to make it better.

Skill Demonstrated – My Written Response Targets	Future Target	Target Met	Area of Strength
1. Relevant to Task			
2. Show Knowledge of Text/Topic			
3. Show Understanding of Central Concerns			
4. Show Personal Insight/Reaction			
5. Show Awareness of Technique/Genre - including some use of Critical Language/Literary Terms			
6. Use Quotations/Supporting Evidence			
7. Write Accurately			
Overall Strengths of the writing:	Targets for Improvement:		
•	•		

National Qualifications: National 4 English Assessment Calendar August 2014 – April 2015

Please note and record the following key course dates in your Student Planner, complete the tear-off acknowledgement label attached and return it to your English Teacher by Friday 29 August 2014.

Date	Deadlines – National 4		
	Analysis and Evaluation & Literacy	Creation and Production & Literacy	Added Value Unit Assignment
August			
September		Writing Piece – Topic and Outline Plan	
October Break – 12-27 October inclusive			
November			Assignment – Topic and Outline Plan
November			Unit Assessment Writing – First Draft
November	Unit Assessment Listening – Pass/Fail Outcome		
December			Unit Assessment Talk – First Attempt
December	Unit Assessment Reading UAE NAR – Non-fiction/ – Fiction Text – Pass/Fail Outcome		
December			Assignment – create essay plan
Christmas Break – 21 December 2013 - 5 January 2014			

Preliminary Examinations – X January-X February (Provisional)			
Date	Analysis and Evaluation	Creation and Production	Literacy and Assignment
January	Unit Assessment Listening – Pass/Fail Outcome N.B. - This will be the <u>final opportunity</u> for reassessment of this learning outcome for any candidate who has not yet passed.		Assignment – Develop first written draft OR – Develop detailed notes for oral presentation
March	Unit Assessment Reading UAE NAR Reassessment – Non-fiction/Fiction Text – Pass/Fail Outcome N.B. - This will be the <u>final opportunity</u> for reassessment of this learning outcome for any candidate who has not yet passed.		Assignment – Present first written draft OR – Present detailed notes for oral presentation
March		Unit Assessment Writing – Reassessment	
March			Assignment – Unit Assessment – Submit Writing OR – Deliver Oral Presentation
April-June	Course completion must take place before 30 June 2015, so any units which are incomplete will need to be completed during this time.		

Your teacher will use this page to record any specific concerns which might arise during the course regarding your Effort, Behaviour, Homework or Attainment.

Your parent/carer will be encouraged to respond to the issues recorded below.

Cause for Concern				Teacher Action / Date	Parent/Carer Comment / Date
Effort	Behaviour	Homework	Attainment		

Cause for Concern				Teacher Action / Date	Parent/Carer Comment / Date
Effort	Behaviour	Homework	Attainment		

**National Qualifications: English Assessment Calendar
August 2014 – April 2015**

Pupil's Name _____ **Class** _____

Teacher's Name _____ **Level** **National 4 English**
(Circle)

*I have read and acknowledged the major course deadlines for
homework and assessment.*

*My son/daughter has transferred these dates into his/her student
planner.*

Parent's/Carer's Signature _____

Date _____

*Please complete the tear-off acknowledgement label attached and return it to
your English Teacher **by Friday 29 August 2014.***

