

Gleniffer High School English Department
Senior Phase Course Rationales

Level	National 4
Course outline	<p>National 4 English offers learners opportunities to develop and extend a wide range of skills from the Broad General Education of S1-S3 including; communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking.</p> <p>The following skills, knowledge and understanding form the compulsory Unit content of the Course: -</p> <ul style="list-style-type: none"> ◆ Listening and talking, reading and writing skills, as appropriate to purpose and audience ◆ Understanding, analysing and evaluating straightforward texts, as appropriate to purpose and audience in the contexts of literature, language and media ◆ Creating and producing straightforward texts, as appropriate to purpose and audience in familiar contexts ◆ Using knowledge of language <p>The skills above make up the two compulsory Units of the course and successful coverage of these Units and the Added Value Unit at N4 level also provides evidence for the Literacy Unit.</p> <p>The Added Value Unit- Pupils will be expected to investigate a chosen topic, to produce an end product from their research, to present their findings and respond to questions on their findings. Pupils will also be expected to provide evidence of their research process in relation to reading, writing, talking and listening.</p>
Assessment	<p>NATIONAL 4: All units are internally assessed on a pass/fail basis against requirements shown by the SQA.</p> <p>The units are;-</p> <p>Unit 1 Analysis and Evaluation</p> <p>Unit 2 Creation and Production</p> <p>The Added Value Unit</p> <p>The Literacy Unit</p> <p>Pupil evidence from these units will be subject to external Quality Assurance by the SQA.</p>
Progression from S4 to S5	<p>Progression from National 4 into National 5 depends on pupil performance during the N4 course and successful completion of Units 1 and 2, the Added Value Unit and the Literacy Unit.</p>

Level	National 5
Course outline	<p>National 5 English offers learners opportunities to develop and extend a wide range of skills from the Broad General Education of S1-S3 including; communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking.</p> <p>Learners will develop skills through the study of literature, media and the study of non-fiction texts to prepare for the final exam.</p> <p>Specific Course Elements: -</p> <ul style="list-style-type: none"> • Developing the close reading skills of understanding, analysis and evaluation. These skills are required for the study of literature and specifically for Paper 1 in the exam (Reading for Understanding, Analysis and Evaluation) • The Scottish Text element of the course. Learners will study either a selection of poetry or a drama text or a prose text from a prescribed SQA list of texts. • Learners will also study a further literary or media text in preparation for the critical essay. This text will be a different genre from the Scottish Text. <p>Learners will develop and use research skills, rhetorical techniques or report writing skills to produce one 'broadly discursive' folio essay and creative or reflective techniques to create one 'broadly creative' essays. Both essays are required for the Folio. Both essays are marked externally by the SQA and form 30% of the overall mark.</p> <p>At this level, learners will be expected to create detailed written texts, either for the folio or the critical essay, by applying knowledge and understanding of language in terms of language choice and technical accuracy.</p> <p>Internal assessed course content: - Learners will be expected to take part in a talk activity (details regarding this assessment will be released by the SQA in February 2017)</p>
Assessment	<p>External Exam -</p> <p>Paper 1 –Close Reading (30%)</p> <p>One passage with questions (30 marks)</p> <p>Paper 2- Critical Reading (40%)</p> <p>Critical Essay (20 marks) and Textual Analysis of a Scottish text (20 marks)</p> <p>Writing Portfolio (30%) comprising two essays - one broadly creative, one broadly discursive (both 15 marks).</p> <p>The Writing Folios will be sent to the SQA for grading.</p>
Progression from S4 to S5	<p>Progression from National 5 into Higher English depends on pupil performance during the N5 course, the grades achieved in the N5</p>

	<p>exam and teacher recommendation. The following guide indicates possible progression:</p> <ul style="list-style-type: none"> - C pass at N5 will lead to a 2-year Higher course - A or B pass at N5 will lead to a 1 year Higher course.
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Level	Higher
Recommended Entry	An A or B pass at National 5 English Pupils who achieve a C Pass at National 5 are recommended to sit Higher English over two years.
Course Details	<p>Pupils must pass two Units to achieve an overall course award.</p> <p>Unit 1 Analysis and Evaluation – Reading and Listening Unit Outline: Outcome 1 The learner will: Understand, analyse and evaluate detailed and complex written texts by: 1.2 Identifying and explaining the main ideas and supporting details 1.3 Applying knowledge and understanding of language to explain meaning and effect in depth and detail, using appropriate critical terminology Outcome 2 The learner will: Understand, analyse and evaluate detailed and complex spoken language by: 2.2 Identifying and explaining the main ideas and supporting details 2.3 Applying knowledge and understanding of language to explain meaning and effect in depth and detail</p> <p>Unit 2 Creation and Production - Writing and Talk Unit Outline: Outcome 1 The learner will: Create and produce detailed and complex written texts by: 1.1 Selecting significant ideas and content, using a format and structure appropriate to purpose and audience 1.2 Applying knowledge and understanding of language in terms of language choice and technical accuracy Outcome 2 The learner will: Participate actively in detailed and complex spoken activities by: 2.1 Selecting significant ideas and content, using a format and structure appropriate to purpose and audience 2.2 Applying knowledge and understanding of language, in terms of language choice 2.3 Communicating meaning at first hearing 2.4 Using significant aspects of non-verbal communication.</p> <p>External Course Assessment (Total 100 marks) Question Paper 1— Reading for Understanding, Analysis and Evaluation (30 marks)</p>

Learners will be required to understand, analyse and evaluate two non-fiction texts which are connected by theme. Learners will gain credit for:

- ◆ identifying key information and ideas from the texts
- ◆ explaining relationships between ideas
- ◆ analysing features of language and discuss their relationship with the ideas of the texts as a whole.
- ◆ evaluating the effect of the language and/or ideas of the text(s).

The learners will answer detailed questions on the first text, and then address one question which requires the learner to infer and summarise the ideas and/or language of both texts. They will be required to demonstrate an understanding of the relationship between the texts.

Question Paper 2— Critical Reading (40 marks)

This question paper has two Sections. In each Section, learners must cover a different genre and cannot use the same text twice. Twenty marks will be available for each of the two Sections.

Section 1 Scottish Texts (20 marks)

Learners will answer questions on previously studied Scottish literature by answering questions on the work of **one** Scottish writer. This writer will be chosen from a list of specified texts covering the genres of drama, prose and poetry. There will be one extract with questions provided for each Scottish writer on the list.

10 marks will be available for answering detailed questions on the extract, and a further 10 marks will be available for answering one question requiring a broader knowledge of the rest of the novel or play, or other short stories or poems by the writer. In the final 10-mark question the learner can answer the question in either a series of linked statements, or in bullet points.

Section 2 Critical Essay (20 marks)

Learners will write one critical essay on previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language. Three essay questions will be provided for each context and learners should **select one**. The essay should be relevant to the question and achieve the requirements for technical accuracy.

Writing Portfolio: two essays for external submission to SQA (30 marks)

The portfolio consists of two written texts which should demonstrate the following skills, knowledge and understanding:

- ◆ skills in writing in different genres, namely creative and discursive writing

- ◆ skills in writing for different purposes and audiences

A maximum of fifteen marks will be awarded for each text chosen for the portfolio. Written texts must be of no more than **1,300** words each.

The learner's writing will be marked in terms of content, accuracy, language use and ability to achieve and the intended purpose.

The Portfolio will be submitted to SQA for external marking and **must be presented on a template provided by the SQA.**