

CAREERS INFORMATION



Career Areas

English is a universal requirement and is thus relevant to all career areas. However, it is particularly important for the following:

- Law
- Politics
- Journalism
- Teaching
- Marketing
- Clerical work
- Advertising
- Publishing
- Administration
- Archive work
- Classroom support
- Broadcasting
- Librarianship
- Public relations
- Management
- Human resources
- Speech therapy
- Events management
- Information services
- Travel and tourism

Further advice and information on these options is available from your subject teacher, guidance teacher and careers adviser.

OTHER INFORMATION

TRIPS

Visits to the theatre in Aberdeen
Edinburgh Festival in August

SPEAKERS

Professional writers talk about their work and then deliver workshops.

OTHER EVENTS

Writing competitions
Public Speaking opportunities



CURRENT STAFF

Mrs C Sievwright
Mrs D Murray
Mrs P Wilson
Mr Grant
Ms Gavin

English

English National 5



TURRIFF ACADEMY

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COURSE INFORMATION

Why English?

Language and literacy are of personal, social and economic importance. Your ability to use language lies at the centre of the development and expression of your emotions, thinking, learning and sense of personal identity.

You develop skills in listening, talking, reading and writing, which are essential for learning, life and work. And, you will also learn to use creative and critical thinking skills in order to produce ideas and arguments. The skills that you develop in English are useful in a wide range of careers.

Course Outline

In this course there is freedom to plan according to the needs of candidates. Teaching and learning approaches are integrated with talking and listening activities designed to improve candidate interaction and engagement. Texts studied for the Scottish Set Text include the poetry of Edwin Morgan and the play *Sailmaker* by Alan Spence. For the Critical Essay *Macbeth* is the main text although others are available.

Areas and topics of study allow for personalisation and choice, this is particularly true with the production of the portfolio of writing. Opportunities are given for candidates to explore the expression of their thoughts and feelings, their creativity and their imagination.

The acquisition of competence in key language and communication skills is of primary importance and candidates are reminded of the need for clarity and accuracy in their own use of language, and of appropriate use of register.



ASSESSMENT

Reading for Understanding, Analysis and Evaluation (30 marks/1 hour)

The purpose of this question paper is to assess candidates' application of their reading skills through a series of questions in the challenging context of unseen material. Marks are awarded for applying reading skills in understanding, analysis and evaluation on one non-fiction passage.

Setting, conducting and marking the question paper

This question paper is set and marked by SQA.

Critical Reading (40 marks/1 hour 30 minutes)

The purpose of this question paper is to assess the application of candidates' critical reading skills.

Section 1 Scottish texts (20 marks)

Candidates apply their skills of understanding, analysis and evaluation to previously-studied Scottish texts from the prescribed list. Candidates select an appropriate extract, and answer questions.

Section 2 Critical essay (20 marks)

Candidates apply their understanding, analysis and evaluation skills to previously-studied texts by writing a critical essay in response to one question from a choice of two.

The essay should be relevant to the question throughout, and should achieve minimum requirements for technical accuracy.

Setting, conducting and marking the question paper

This question paper is set and marked by SQA.

Portfolio—writing (30 marks)

The purpose of this portfolio is to provide evidence of candidates' skills in writing for two different purposes: one broadly creative, and one broadly discursive. 15 marks are awarded for each piece of writing. The candidate will produce the portfolio independently, but the teacher will support the candidate to choose the focus, theme and genre of the pieces of writing.

Setting, conducting and marking the portfolio

The portfolio is set by centres within SQA guidelines and conducted under some supervision and control. The portfolio is submitted to SQA for external marking.

Performance—spoken language

The purpose of this performance—spoken language is to provide evidence of the candidates' skills in talking and listening. This performance is assessed on an achieved/not achieved basis.

Setting, conducting and marking the performance—spoken language

PROGRESSION

If you complete the course successfully, it may lead to:

- **Higher English**

Further study, training or employment in:

- Arts, Social Sciences and Religion
- Communications and Media
- Languages
- Teaching and Classroom Support

FURTHER COURSES IN TURRIFF ACADEMY

In S5/6:

English Higher
Advanced Higher