

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.

ENGLISH NATIONAL 5

Details of Course Components

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

Evidence will be internally assessed and externally verified by SQA.

Course Assessment is graded A—E



FACULTY OF ENGLISH

English Staff:

Mrs Caron Sievewright

Mrs Paula Wilson

Mr Paul Grant

Ms Dawn Gavin

Miss Emily Allen

Mr Daniel Sexton

Career Areas:

English is a universal requirement and is thus relevant to all career areas.

Law, journalism, teaching, clerical work, administration, management, information services, travel and tourism

Courses in Turriff Academy

English National 3

English National 4

English National 5

English Higher

English Advanced Higher

Media Studies National 4

Useful websites to help you with your choices:

www.myworldofwork.co.uk

www.skillsdevelopmentscotland.co.uk

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