**S4 – 6 English Learner Journey: Higher**

**Overall aims and purpose of the Higher Course:**

* To listen, talk, read and write, as appropriate to purpose, audience and context.
* To understand, analyse and evaluate complex texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media.
* To create and produce complex texts, as appropriate to purpose, audience and context.
* To apply knowledge and understanding of complex language.

**Assessment of the Higher Course:**

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| **Component** | **Marks** | **Assessment Conditions** | **Duration** |
| 1: Reading for Understanding, Analysis & Evaluation (RUAE) | 30 | External examination | 1 hour 30 mins |
| 2. Critical Reading (Scottish Set Text & Critical Essay) | 40 (20/20) | External examination | 1 hour 30 minutes |
| 3. Folio of Writing | 30 | External examination | Throughout year |
| 4. Spoken Language Unit | Achieved / Not Achieved | Internal examination | Completed by the end of January |

**Cathkin Passport of Skills Covered:**

* Communication
* Responsibility for Self-Development
* Managing, Planning & Organising
* Working with Others

**Higher: Reading for Understanding, Analysis and Evaluation (RUAE) Component**

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| **Learning Intention** | **Success Criteria**  **(Learners will be able to…)** | **Planned Homework Activities** | **Ways to Support Learning at Home** | **Assessment** |
| To develop Reading for Understanding, Analysis and Evaluation skills and achieve successfully in final external English examination. | Read, understand and respond to two unseen complex passages of non-fiction, journalistic writing.  Understand the writer’s ideas by re-casting ideas from the passage in own words.  Identify key information and ideas from the complex texts.  Explain relationships between ideas.  Analyse features of language and discuss their relationship with the ideas of the complex texts as a whole. Features of language might include word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on.  Evaluate the effect of the language and/or ideas of the complex text(s). | Learners have a RUAE homework booklet that they will work throughout the course of the year and at the discretion of the teacher / learning pace of the class. | Encourage regular reading of good quality journalistic writing from newspaper such as the Herald, the Guardian, the Scotsman, the Times, the Independent, etc. and engage in discussion, identify key points, identify interesting language use, etc.  Read over passage with your child.  Check answers if possible.  Ensure that your child is accurately answering the question if possible.  For challenging vocabulary, encourage the use of a dictionary or online websites to find out the definition. Ensure the meaning makes sense in the context.  Engage in Reciprocal Reading strategies to support learner (see school website for more information).  Encourage your child to use their “RUAE: How to Crack It!” Support Booklet and other class notes to study with in their preparation and practice at home.  Factor in a timed element to practise this skill. | Internal practices will take place throughout the year to prepare learners for the final external exam. These will be more supported at the beginning of the year, and will progress to the assessment conditions of the exam as the learners’ skills develop.  These practices will take place at the teachers’ discretion.  Prelim in December.  Teacher commentaries and feedback / marks are recorded by the learners in their Profiles to learn from in the next attempt and track their progress.  The final assessment will be in the external examination in May. |

**Higher: Critical Reading (Scottish Set Text and Critical Essay) Component**

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| **Learning Intention** | **Success Criteria**  **(Learners will be able to…)** | **Planned Homework Activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Overarching Learning Intention:**  **To develop Critical Reading skills.**  **Section 1:** to enhance skills in Textual Analysis, and achieve successfully in final external English examination.  **Section 2:** to enhance skills in Critical Essay writing Reading for Understanding, and achieve successfully in final external English examination. | Apply skills in understanding, analysis and evaluation to previously studied complex Scottish literature text(s) by answering questions on the work of **one** Scottish writer (known as Textual Analysis).  Analyse complex language techniques (word choice, imagery, sentence structure, punctuation and structure of passage).  Analyse how a writer creates a particular effect / mood / atmosphere.  Infer meaning from what is being implied by the writer.  Evaluate the overall impact of the text / techniques.  Apply understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language, by writing one critical essay.  Write an essay that is relevant to the question, and one with few technical errors. | Learners will begin, complete or fully write critical essays or textual analysis tasks throughout the course of the year and at the discretion of the teacher / learning pace of the class. | Encourage your child to study their Scottish text(s) regularly – learning about key incidents / lines from them. This will enable them to make connections across the text(s) more confidently.  Encourage your child to use their “Critical Essay: How to Crack It!” Support Booklet and other class notes in their preparation and practice at home.  Factor in a timed element to practise these skills. | Internal practices will take place throughout the year to prepare learners for the final external exam. These will be more supported at the beginning of the year, and will progress to the assessment conditions of the exam as the learners’ skills develop.  These practices will take place at the teacher’s discretion.  Prelim in December.  Teacher commentaries and feedback / marks are recorded by the learners in their Profiles to learn from in the next attempt and track their progress.  The final assessment will be in the external examination in May. |

**Higher: Folio of Writing Component**

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| **Learning Intention** | **Success Criteria**  **(Learners will be able to…)** | **Planned Homework Activities** | **Ways to Support Learning at Home** | **Assessment** |
| **To write, with strong technical accuracy, in two forms: broadly creative (personal reflective or imaginative) and broadly discursive (persuasive or argumentative)** | **Broadly Creative:**  Display strong levels of creativity and skilful command of the genre.  Explore themes that are skilfully introduced and developed.  Explore / express a strong degree of feelings / reactions / experiences with maturity / self-awareness / insight / sensitivity.  If a specific genre / style of writing has been chosen, deploy the features effectively.  Write with a strong sense of the writer’s personality and individuality.  **Broadly Discursive**:  Display strong and consistent attention to purpose, and sustain a strong line of thought throughout.  Illustrate evidence of skilful research and selection.  Skilfully select and use language features to inform / argue / discuss / persuade and to convey depth and complexity of thought / objectivity / insight / persuasive force.  **Both Pieces:** Vary their skilful use of language techniques of the chosen genre to create strong effects.  Skilfully enhance the purpose / meaning through effective structure.  Employ confident and varied expression and choice of words.  Ensure the length is more than 1000 and less than 1300 words. | Techniques and stylistic elements will be taught in class, but learners should be working on constantly improving these pieces in an ongoing way throughout the course of the session on their own.  Assessment Calendars / key Folio checkpoints to work towards throughout the session will be made available soon. | Discuss initial thoughts / ideas for possible topics with your child.  Check they are planning their writing so that it has the required fluency and makes sense.  Ensure all deadlines are met throughout the course of the year.  Ensure your child is engaging with the feedback given by their teacher and act upon it to ensure their pieces are the best they can be.  Read over essays to check to support, if possible, with technical accuracy and fluency. | The teacher will give detailed feedback on a first draft (either broken up or on one complete draft per piece) on how to improve it, a second round of feedback of key pointers followed by final verbal feedback before collation and submission of both pieces.  Draft feedback is recorded by the learners in their Profiles to learn from in the next draft and track their progress. SQA criteria is used throughout the year to assess learners’ efforts.  These are then sent to the SQA in April to be distributed to markers for final assessment. |

**Higher: Folio of Performance (Spoken Language) Component**

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| **Learning Intention** | **Success Criteria**  **(Learners will be able to…)** | **Planned Homework Activities** | **Ways to Support Learning at Home** | **Assessment** |
| To participate in spoken language activities in a solo presentation. | Employ detailed, relevant and complex ideas and / or information using a structure appropriate to purpose and audience.  Communicate meaning effectively through the selection and use of detailed and complex spoken language.  Use aspects of non-verbal communication.  Demonstrate listening skills by responding to spoken language. | Pupils may be invited by class teachers to undertake some planning / preparation / practice of delivery of their talks / discussions at home. This is at the discretion of the class teacher if / when this takes place. | Engage your child in discussion about real-life topics, news stories and texts / issues.  When pupils are preparing to deliver a Solo Talk, listen to your child deliver their talk.  Using the success criteria, give them some ideas on how to best improve their talk, e.g. “Your introduction was great – really clear. Your eye contact needs to improve – go and practise that”.  If talk / prompt cards are being used, encourage your child not to rely on them – they should show awareness of their audience.  Encourage your child to ask questions and answer around an aural text or a discussion to show their engagement with the topic and their listening skills. | This component is internally assessed by the teacher and the result verified.  The results of this will be on an Achieved / Not Achieved basis.  A mix of self, peer and teacher assessment and feedback is given, then recorded by learners in their Profiles to learn from in the future.  Learners will also undertake a Reflective Activity, prompting them to identify how this task will enable them to become more confident in solo talks / presentations in the future, therefore enhancing their employability skills. |