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EDUCATION, COMMUNITIES & ORGANISATIONAL DEVELOPMENT

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Dear Parent

Your child is now studying **Level 6 Literature and Communications**, a course which offers opportunities to develop and extend the pupils' abilities in language, literacy and communication. The course also fosters and encourages independent learning, critical literacy, inter-personal and team-working skills, as well as creative thinking. The members of staff in the English Department ask that you read the information below and retain for future reference. We would like to thank you in anticipation for all your help and encouragement which will play a huge part in your child's efforts to achieve success in English this session.

The course comprises of internal assessments as detailed below. Delivery of all components will be taught in an integrated way through the study of a wide range of texts, both oral and written, fiction and non-fiction. Successful completion of all unit assessments is considered to be the equivalent of a 'C' pass at Higher English.

INTERNALLY ASSESSED COMPONENTS

Communication:

There are EIGHT assessment outcomes which must be met and, if necessary, candidates may have the opportunity to re-sit each on ONE further occasion. The assessments are as follows:

Assessment 1 - Respond in writing to questions analysing and evaluating complex written non-fiction text (persuasive, single stance);

Assessment 2 - Respond in writing to questions analysing and evaluating complex written non-fiction text (persuasive, several perspectives);

Assessment 3 - Produce evidence in the form of a literary essay, single stance (integrated with Literature 1, Outcome 1);

Assessment 4 - Produce evidence in the form of a complex non-fiction text (article format, several perspectives);

Assessment 5 - Respond in writing to questions analysing and evaluating complex spoken communication (single speaker, oral presentation);

Assessment 6 - Respond in writing to questions analysing and evaluating complex spoken communication (two speakers and interviewer, varied stances);

Assessment 7 - Deliver an individual presentation which should last a minimum of five minutes with additional time for questions (integrated with Literature 1, Outcome 2);

Assessment 8 - Make a significant contribution to an in-depth group discussion.

Literature 1:

There are THREE assessment outcomes which must be met and, if necessary, candidates may have the opportunity to re-sit each on ONE further occasion. The assessments are as follows:

Assessment 9 - Produce evidence in the form of a literary essay, single stance (integrated with Communication see 3);

Assessment 10 - Deliver an individual oral presentation to analyse and evaluate a poem (integrated with Communication see 7);

Assessment 11 - Textual analysis of an unseen literary text, in the form of restricted response answers to questions.

Expectations and Monitoring Progress

Communications (NC) and Literature 1 is a very demanding, fast-paced, skills-based course. In order to successfully progress through the course and achieve the best possible outcomes, students will need to show a consistent and committed approach to their studies, both within class and during their independent, self-directed study.

In order to ensure each student is on course to achieve positively within the subject at an appropriate level, regular target setting, tracking of progress and feedback will be carried out, discussed with students and communicated with parents, where necessary.

Please see separate information issued relating to the English and RME department's policy and expectations regarding Coursework Deadlines and Ongoing Study.

Motivation, Effort and Application

Students will be expected to engage actively in all class activities and discussions, work productively with the teacher and others in the class and be self-reflective about their own performance and progress. Regular feedback will be given, both verbally and in writing, in order to help them identify their strengths and next steps, as well as to offer advice on where and how they can make improvements.

How you can help

We appreciate your ongoing support, which is invaluable throughout the course and helps to ensure positive outcomes are gained from the year of study.

Possible ways to provide this support may include:

- Using Teams to keep up to date with ongoing homework/deadlines
- Encouraging your child to read regularly – discussing current reading
- Sharing and discussing news stories – encouraging the reading of columnist articles from quality newspapers
- Discussing your child's progress and targets
- Encouraging attendance at the department-run exam tutorials, or other individual/group study support sessions, where this is possible
- Where tutors are used, encouraging them to focus their work on extending your child's skills beyond what is covered within the classroom context, through additional activities/exercises. They should avoid having direct involvement in activities issued by the department or the completion of the unit assessments, as per SQA Guidelines.

Useful Links:

- <https://www.sqa.org.uk/sqa/45963.html> - SQA English Subject Pages
- <https://www.understandingstandards.org.uk/Subjects/English> - SQA English Understanding Standards pages
- <https://scholar.hw.ac.uk/> - Scholar study resource - students can access their login details in school
- <https://achieve.hashtag-learning.co.uk/user-start/?next=/> - Achieve Study Resource – Glow login details can be used to access. Class Teachers may set up individual classes and provide joining codes for these.
- <https://nelo.education.gov.scot/nelo/search/?userTypes=Learner&phase=NQ&subjectName=English&courseLevel=Level%206%2FHigher&orderBy=dateDescending> – Education Scotland National e-learning resources – Glow login may be needed to access resources
- <https://www.planitplus.net/Nationals/View/147> - Plan it Plus – Subject information and further links

Yours sincerely

Rachel King



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