

Route map through learning, teaching and assessment

Course: English

Level: Advanced Higher

This route map is intended to assist staff in planning and delivering the overall vision for Curriculum for Excellence. It has been developed to signpost the relevant support materials available to assist staff in the planning of learning, teaching and assessment of Advanced Higher English.

The vision for the new qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

These support materials are not intended to constrain staff, hence they are neither prescriptive nor exhaustive. They provide suggestions on approaches to learning and teaching that will provide intellectual challenge to learners either in a formal learning environment or through independent learning. Learners will have the opportunity to develop deep learning and acquire high-level skills such as research and analysis through the medium of Advanced Higher English. Staff are encouraged to draw on these materials, and existing materials, to develop programmes of learning which are appropriate to the needs of learners within their own context.

The link to Education Scotland's support materials can be found below together with other subject-specific links you may find helpful as you develop **programmes of learning** for Advanced Higher English. These links are followed by a sequential list of the key guidelines, advice and support for Advanced Higher English **qualifications**. This information is intended to support staff in deciding the most appropriate ways to generate evidence and assess learners.

Useful links for learning and teaching Advanced Higher English

Education Scotland NQ Course Materials on Glow (login and password required). Copy and paste the link into your browser to go straight to this page:

http://www.educationscotland.gov.uk/nqcoursematerials/subjects/e/nqresource_tcm4854480.asp

Education Scotland – Key Curriculum Support

A quick guide to finding vital information about Curriculum for Excellence:

<http://www.educationscotland.gov.uk/keycfesupport/index.asp>

This appears under three headings

- the latest guidance, updates and plans for embedding Curriculum for Excellence
- information on assessment
- information on the new qualifications



SQA Course and Unit Support Notes

These provide advice and guidance on learning and teaching

http://www.sqa.org.uk/files_ccc/AHCUSNEnglish.pdf

Advanced Higher English course content

The main SQA English pages are found at <http://www.sqa.org.uk/sqa/45672.html> with those specifically related to Advanced Higher at <http://www.sqa.org.uk/sqa/48453.html>. Staff should also regularly check the updates and announcements section of this page.

The course specification can be found at

<http://www.sqa.org.uk/files/nq/AHCourseSpecEnglish.pdf>

More detail on course coverage can be found in the Course Support note:

http://www.sqa.org.uk/files_ccc/AHCUSNEnglish.pdf

Further mandatory information on course coverage is found on page 8 of the Course Assessment Specification:

http://www.sqa.org.uk/files_ccc/AHCASEngish.pdf

A course comparison between National 5, Higher and Advanced Higher highlights **points of change and areas of stability** and can be found at:

http://www.sqa.org.uk/sqa/files_ccc/AH_English_Course_comparison.pdf

The writing portfolio is a familiar and accepted method of assessment at Higher level, as well as the critical essay in the literary study part of the question paper. The only difference to the writing portfolio at Advanced Higher level is that learners may submit two pieces of creative **and/or** discursive writing. The removal of the set text list for the literary study question is similar as well to Higher level as teachers now have the opportunity to choose texts suitable for learners. The dissertation has also always been a familiar and accepted method of assessment at Advanced Higher level; however, the word limit for this has been reduced. Progressing from Higher is the textual analysis mandatory part of the Advanced Higher question paper which involves learners writing a critical analysis of one **unseen** literary text from poetry, prose fiction, prose non-fiction or drama.

Course assessment

At Advanced Higher added value will be assessed in a course assessment. Component one is a portfolio worth 60 marks. Component two is a question paper worth 40 marks. The course will be graded A–D.

http://www.sqa.org.uk/files_ccc/AHCASEngish.pdf



Portfolio The portfolio will have 60 marks (60% of the total mark): 30 marks for the dissertation and 15 marks for each piece of writing. The dissertation is 2,500 to 3,000 words long. Learners can only write now on literature in the dissertation. The writing folio comprises of two pieces of writing for different purposes (creative **and/or** discursive writing). The distinction between broadly creative and broadly discursive no longer applies at this level. Learners can choose from persuasive, informative, argumentative, personal/reflective, poetry, prose fiction or drama.

Question Paper The question paper will have 40 marks (40% of the total mark): 20 marks for the literary study section and 20 marks for the textual analysis section. Learners must complete **both** sections of the paper. The literary study section requires learners to write one comparative essay on either prose, prose non-fiction, drama or poetry. There is now **no** set text list for literary study. Learners, however, cannot write an essay using their choice of texts for the dissertation in the question paper. The textual analysis section requires learners to choose to write one critical analysis of **unseen** prose, prose non-fiction, drama or poetry.

Sample specimen question papers and marking instructions can be found at:

Textual Analysis - http://www.sqa.org.uk/files_ccc/EnglishTextAnalysisSQPAH.pdf

Literary Study - http://www.sqa.org.uk/files_ccc/EnglishLitStudySQPAH.pdf

Guidance on the use of past paper questions can be found at:

http://www.sqa.org.uk/files_ccc/EnglishSQPAHPPGuidance.pdf

Unit assessment

Units are mandatory when taken as part of the Advanced Higher English course but they can be taken independently. Unit support notes follow on from the course support notes:

http://www.sqa.org.uk/files_ccc/AHCUSNEnglish.pdf

There are two units. Each individual unit has an Advanced Higher unit specification which gives details of the outcomes and assessment standards.

Creation and Production:

<http://www.sqa.org.uk/files/nu/AHUnitEnglishCreationProduction.pdf>

Analysis and Evaluation of Literary Texts:

<http://www.sqa.org.uk/files/nu/AHUnitEnglishAnalysisEVALiteraryTexts.pdf>

Learners must meet all the outcomes and assessment standards, and staff should read the documentation carefully. Evidence should be generated through learning and teaching. Assessment evidence can be drawn from a variety of activities and presented in a variety of formats. All of the evidence does not have to be generated from one activity but can be from several tasks and assessments carried out throughout the course. Learners should have access to resources to complete the assessment task and no time restrictions should be imposed. Staff should use their



professional judgment when looking at the assessment evidence and ensure that minimum competency is met. They should undertake quality assurance regularly.

Three different ways of gathering evidence have been suggested by SQA. The most traditional approach is unit by unit. A combined approach links knowledge and understanding from two or more units together. Many staff will move towards the portfolio approach as their confidence grows. Here evidence is gathered from everyday learning using key classroom tasks. Unit assessment support is kept on the SQA Secure website.

Verification

<http://www.sqa.org.uk/sqa/58448.html>

The verification process is meant to be supportive and not onerous. Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools and carried out by SQA.

Prior Verification

http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf

Staff who devise their own assessments can send them to SQA for prior verification, free of charge. This is only necessary where significant changes have been made to the unit assessment provided by SQA. It gives staff confidence that their proposed assessment is fit for purpose and meets national standards.

Internal Verification

http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf

As a matter of course, staff should be quality assuring their assessments by carrying out activities that they have used previously, for example double marking and blind marking. Samples of learners' work should be marked by more than one staff member in a department or in single-person departments an arrangement should be made with another school.

External Verification

http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf

SQA intend that every school will be verified over the first few years. Verification will take place at various points in the year. Twelve samples will be asked for.

Schools must retain the evidence until 31 July of each academic year.

http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf

Key messages from verification will be put up on the SQA website.

Results Services

<http://www.sqa.org.uk/sqa/65427.html>



SQA offers two services:

- Exceptional Circumstances Consideration Service (details to be provided to SQA within ten days of the learner sitting the external assessment)
- Post Results Service - this consists of a clerical check and/or a marking review if the centre has concerns about the results of an individual or group.