



National 3
Course
Specification



National 3 ESOL Course Specification (C727 73)

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

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Course outline

Course title: National 3 ESOL

SCQF: level 3 (18 SCQF credit points)

Course code: C727 73

Mandatory units

H24H 73 ESOL for Everyday Life (National 3)

9 SCQF credit points

H24L 73 ESOL in Context (National 3)

9 SCQF credit points

Common European Framework of Reference for languages levels of SQA ESOL qualifications

SQA's National Qualifications in English for Speakers of Other Languages (ESOL) correspond with levels A1 to C1 on the Common European Framework of Reference for languages (CEFR). This has been confirmed by UK NARIC – the UK's designated national agency for recognising and comparing international qualifications and skills.

CEFR level		SQA ESOL qualifications			SCQF
		Level	Course	Freestanding units	
Proficient user	C1	Higher	✓	✓	6
Independent user	B2	National 5	✓	✓	5
Independent user	B1	National 4	✓	✓	4
Basic user	A2	National 3	✓	✓	3
Basic user	A1	National 2	n/a	✓	2

Recommended entry

Entry to this course is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this course.

Progression

This course or its components may provide progression to:

- ◆ other qualifications in ESOL or related areas
- ◆ further study, employment and/or training

Further details are provided in the 'Rationale' section.

Equality and inclusion

This course specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Course Support Notes*.

Rationale

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the course and Curriculum for Excellence values, purposes and principles

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

The course provides learners with the opportunity to develop personal, interpersonal and team working skills and independent learning; to enhance their enjoyment and their understanding of their own and other cultures; and to explore the interconnected nature of languages.

The course provides learners with the opportunity to develop appropriate skills in reading, writing, listening, and speaking, in practical and relevant contexts.

Learners encounter a wide range of different types of texts in different media. Building on the four capacities, the course enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative.

Purpose and aims of the course

The main purpose of the course is to develop the skills of reading, writing, listening, and speaking in order to understand and use English for learners whose first language is not English.

As learners develop their language skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to carry out new and more challenging tasks in a variety of situations.

The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:

- ◆ read, write, listen, and speak in English, as appropriate to purpose, audience and context
- ◆ understand and use English language, as appropriate to purpose, audience and context
- ◆ apply knowledge of English language

The course contributes towards the development of literacy skills by providing learners with opportunities to listen and speak, read, and write in English.

Information about typical learners who might do the course

The course provides flexibility, personalisation and choice to enable learners to achieve in different ways and at different paces.

The course provides opportunities for learners to build on prior learning.

The course provides learners with the opportunity to develop skills in reading, writing, listening, and speaking which are essential for learning, life and work; and to develop their ability to communicate their thoughts and feelings and respond to those of other people.

The course provides learners whose first language is not English with the opportunity to use different media effectively for learning and communication, and to develop an understanding of how language works and use language to communicate ideas and information in English.

The course is designed to be accessible.

The course provides opportunities for vertical and lateral progression to National Courses, and to other SQA qualifications in ESOL and other related fields.

Course structure and conditions of award

Course structure

This course is made up of two mandatory units. The two units include the four language skills of reading, writing, listening, and speaking. The course provides the opportunity to integrate these language skills across the units.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

ESOL for Everyday Life (National 3)

The purpose of this unit is to develop the language skills needed for everyday life in routine personal, social and transactional contexts. This unit provides learners with the opportunity to develop the skills of reading, writing, listening, and speaking using simple English language.

ESOL in Context (National 3)

The purpose of this unit is to develop the language skills needed for routine work and study-related contexts. This unit provides learners with the opportunity to develop the skills of reading, writing, listening, and speaking using simple English language. In this unit, the contexts of either work or study will be personalised to meet the needs of learners.

Conditions of award

To achieve the National 3 ESOL course, learners must pass all of the required units. The required units are shown in the course outline section.

National 3 courses are not graded.

Skills, knowledge and understanding

Full skills, knowledge and understanding for the course are given in the *Course Support Notes*. A broad overview of the subject skills, knowledge and understanding that will be covered in the course is given in this section.

These include:

- ◆ reading, writing, listening, and speaking, skills in English, as appropriate to purpose and audience in the routine contexts of everyday life, work and study
- ◆ knowledge required to understand and use simple English language, as appropriate to purpose, audience and context

Skills, knowledge and understanding to be included in the course will be appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Assessment

Further information about assessment for the course is included in the *Course Support Notes*.

Unit assessment

All units are internally assessed against the requirements shown in the *Unit Specification*.

They can be assessed on an individual unit basis or by using other approaches which combine the assessment for more than one unit.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the units in this course will be as follows:

ESOL for Everyday Life (National 3)

Learners will be required to provide evidence of their reading, writing, listening, and speaking skills in English, using simple language, in one or more of the following contexts: routine personal, social or transactional contexts.

ESOL in Context (National 3)

Learners will be required to provide evidence of their reading, writing, listening, and speaking skills in English, using simple language, in one or more of the following contexts: work-related or study-related contexts.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.3 Applying

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course. Further information on building in skills for learning, skills for life and skills for work for the course is given in the *Course Support Notes*.

Administrative information

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History of changes to national course specification

Version	Description of change	Authorised by	Date
1.1	UK NARIC benchmarked CEFR information added.	Qualifications Manager	November 2019

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