

## National Unit Specification: general information

**UNIT** English for Speakers of Other Languages: Personal and Social English (Access 3)

**NUMBER** DA9K 09

### COURSE

### SUMMARY

This unit aims to develop candidates' basic English to communicate with others about themselves and their lives. The language development will occur in such a way as to make candidates familiar with common, relevant situations and confident in using basic English. On completion of this unit, candidates will be able to understand simple information, complete a simple form and talk to another English speaker on topics of immediate personal interest.

### OUTCOMES

- 1 Use spoken English to exchange simple personal information.
- 2 Demonstrate understanding of simple spoken and written information.
- 3 Fill in a simple form, providing personal information.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 3 (6 SCOTCAT points\*) at SCQF level 3.

*\*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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## Administrative Information

**Superclass:** FK

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## **National Unit Specification: general information (cont)**

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### **CORE SKILLS**

It is unlikely that attainment of this unit would lead to the automatic award of a particular core skill.

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

## **National Unit Specification: statement of standards**

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

### **OUTCOME 1**

Use spoken English to exchange simple personal information.

#### **Performance criteria**

- a) Begins and concludes the interaction appropriately.
- b) Responds appropriately to requests for information, which may need to be rephrased.
- c) Provides information which can be understood by a sympathetic speaker of English, despite inaccuracies and frequent hesitations.
- d) Makes requests for information which can be understood by a sympathetic speaker of English, despite inaccuracies and frequent hesitations.

#### **Evidence requirements**

Two conversations with different people, that demonstrate that the candidate has fulfilled all the performance criteria in each conversation. Interactions should be face to face, of no more than one minute's duration and can be selected from:

- simulation or role play
- conversation with a teacher or another person
- classroom interaction between candidates

Records of candidate performance should be retained and it is recommended that a sample of audio or video recordings be used for moderating purposes.

### **OUTCOME 2**

Demonstrate understanding of simple spoken and written information.

#### **Performance criteria**

- a) Understands the main purpose of the text.
- b) Recognises and understands key words.
- c) Identifies information relevant to the purpose of the text.

## **National Unit Specification: statement of standards (cont)**

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### **Evidence requirements**

Two simple, accessible texts: a written and a listening text. They should both be on familiar topics, with comprehension conveyed through spoken or written English, demonstrating that the candidate has fulfilled the performance criteria.

The text will be variable depending on topic and type, but it should be based on authentic use. A suggested length for the written text is 20 to 25 words. The listening text should be no more than one minute in duration.

### **OUTCOME 3**

Fill in a simple form, providing personal information.

### **Performance criteria**

- a) Writes legibly and uses upper and lower case accurately.
- b) Provides accurate information as requested.
- c) Uses a given format or layout appropriately.

### **Evidence requirements**

One simple form filled in correctly, demonstrating that the candidate has fulfilled the performance criteria.

The task will be supported and produced under controlled conditions as described in guidance on approaches to assessment.

The first draft and any necessary redraft will each be produced within one teaching block/period.

Use of bilingual or English to English dictionary is permitted.

Both the original drafts including any lecturer or teacher comments, and final version must be retained by the centre.

## National Unit Specification: support notes

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This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The purpose of this unit is to give candidates confidence in using English at a basic level to exchange personal information. Candidates could be either young people joining the Scottish secondary school system or adult learners who have little previous knowledge of English, although the ability to use the Roman script is assumed. (For candidates unfamiliar with the Roman script, the free standing unit *Beginners' English* (Access 2) is recommended as a prior step).

Where relevant, teachers and lecturers should ensure that the content relates to the candidates interactions in both specialist English for Speakers of Other Languages (ESOL) provision and in mainstream classes where relevant.

### **Note on coverage of topics**

The prescribed topics for this unit are:

- personal identification
- house, home and environment
- daily life
- free time and entertainment
- health

At this level, restricted use of language in each topic is expected. Although all listed topics will be covered in teaching of the unit, candidates are not expected to demonstrate competence in each topic area. The evidence requirements set out how evidence of competence is to be generated. Therefore evidence may only be required in two or three topics.

Ideally, the emphasis placed and time spent on each of these topics will be defined by the candidates' own priorities.

Listed under each topic are examples of what could be expected of candidates within that topic area. At this level, only the simplest linguistic exponents of each would be expected.

### **Personal identification**

- say who they are and spell their name
- state their address and give their telephone number
- say which school or college they attend and which course or class they are in
- say where and when they were born, where they are from, and state their nationality
- state their age, sex, civil status, if relevant, and religion if relevant
- describe their family
- state likes and dislikes in relation to this information where relevant
- obtain similar information from others

## National Unit Specification: support notes (cont)

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### **House, home and environment**

- describe the type of accommodation they live in
- state main flat or house contents
- describe essential aspects of the local area
- obtain similar information from others

### **Daily life**

- describe daily routines at home
- describe daily routines at school/college/work as appropriate

### **Free time, sport and entertainment**

- say what they like to do

### **Health**

- say how they are eg well, ill, tired, hungry etc.

Although it is recommended that candidates at this level are taught in a beginner level course this may not always be possible to achieve. To assist teachers or lecturers delivering this unit in a multilevel or language support situation, the content can be linked to topics in Intermediate 1 and Intermediate 2.

Where the unit is being undertaken in school, teachers should focus on aspects of the school curriculum and candidate's interactions with subject teachers and other relevant people in the school.

## **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The approach to learning and teaching should reflect the principles of the communicative approach. Learning should be practical, skills based and relevant to the candidates and their roles in the English speaking environment in which they live. Opportunities should be provided to use language in real situations for real purposes and activities should provide links to the educational institution and outside world.

The course materials used in the classroom need to reflect the outside world in which candidates are operating. In schools, materials used should provide an introduction to the mainstream curriculum. A wide variety of methods should be employed to maximise opportunities for practice of language. The learner should be encouraged to communicate, rather than remaining silent in an attempt to use only accurate language.

### **Listening**

Learners should be exposed to a wide range of different voices, both live and recorded and should be encouraged to listen for both gist and specific information. Exposure to local accents is important.

### **Speaking**

The aim is for learners to develop the ability to engage in face-to-face interaction, including being able to take the initiative and respond to others in a social context.

## National Unit Specification: support notes (cont)

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### Reading

Candidates should, from an early stage, use two main types of text; written texts illustrating the language they have heard and are using and a wide range of simple authentic texts that the candidate will be dealing with in everyday life. In schools, this would include working with texts they are likely to meet in other subjects. Simple illustrated readers may also be used to reinforce language learnt. Learning to use a dictionary is of paramount importance.

### Writing

Writing activities undertaken by the candidates at this stage should be simple and not too time consuming. The aim in this unit is to make candidates feel competent at undertaking the kind of practical writing tasks that will be required of them and to increase their confidence in writing. Candidates should become familiar with the different ways in which they are asked to provide personal information and the appropriate use of upper and lower case.

In addition to the prescribed themes and topics, lecturers and teachers may wish to use as a checklist for your programme of work for this unit the following functions, activities and text types

### Functions

- greeting, leave-taking, introducing
- asking for and giving information
- expressing wishes
- expressing likes and dislikes
- thanking
- identifying
- describing
- asking for repetition
- expressing intention
- asking for clarification

### Activities

- listening for pronunciation practice
- class, group and pair practice of target language
- reading and practising dialogues
- conversations with candidates and others
- interactions with others in the educational establishments
- information gap exercises
- role playing exercises
- authentic interactions
- listening and reading comprehension
- identifying the purpose of written or spoken information
- matching written or spoken information to illustrations and to other texts
- extracting information and comparing with another candidate or answer key
- answering true, false and multiple choice questions on a text
- short dictations

## National Unit Specification: support notes (cont)

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### Text types

- audio recordings made by the teacher of dialogues and lexis
- spoken information, instructions and descriptions from the teacher and others
- extracts from forms and leaflets
- notes, postcards and short letters
- alphabetical lists
- signs, notices and posters
- advertisements
- simple illustrated readers
- text books used in other subjects
- published text books, audio and video material for beginner learners of English
- information, instructions, descriptions from the teacher and other people
- short extracts from TV and radio

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates will be required to provide evidence of achievement of each of the three outcomes. Teachers and lecturers are required to have records of achievement and it is recommended that candidates either hold their own records of achievement or have access to those held by the teacher or lecturer.

Teachers and lecturers may select instruments of assessment which they consider will provide valid, reliable and practicable assessment of the candidates work or may draw on the materials provided by SQA.

Gathering evidence of achievement in the classroom should reflect the real life situations which candidates encounter. Where there are opportunities to gather evidence out with the classroom from real life situations, appropriate assessment tasks should be identified. The candidate is studying in school or college, assessments should be integrated into other courses.

Candidates should receive information about the unit which, ideally, at this level would be in their first language. Time should be made available for them to familiarise themselves with this and clarify it with the teacher or lecturer.

Assessment should be integrated into the learning process and candidates assessed when the teacher or lecturer deems them ready. Where candidates are undertaking the whole Access 3 course it is not necessary to assess on a unit basis but rather at points during the course which are appropriate and correspond to the candidate's readiness for assessment.

### Outcome 1 Use spoken English to exchange simple personal information

Candidates' conversations should be as natural as possible and reflect real life situations that the candidates may encounter in school or college or in the wider world. Reasonable time for preparation for speaking assessment should be given and candidates encouraged to seek clarification of the task, if necessary, before they are assessed.

Candidates will need to familiarise themselves with the tape recorder to provide evidence for moderation.

## National Unit Specification: support notes (cont)

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### **Outcome 2 Demonstrate an understanding of simple spoken and written information**

#### **Written information**

Dictionaries should be available at all times and candidates encouraged to make use of them. It is not necessary for candidates to give written answers, the teacher or lecturer can ask the questions and write down the candidates' answers. Candidates should be encouraged to give one/two word answers and not lift large pieces of the text. Although there are no time restrictions, the task should be carried out in a reasonable time.

The use of written information should reflect the text types and tasks candidates are likely to encounter across the curriculum and in the wider world.

#### **Spoken information**

Candidates should be encouraged to seek clarification of the task, if necessary, before they are assessed. It is not necessary for candidates to give written answers, the teacher or lecturer can ask the questions and write down the candidates' answers. The listening text can be heard twice.

The use of spoken information should reflect the text types and tasks that candidates are likely to encounter across the curriculum.

### **Outcome 3 Fill in a simple form, providing personal information**

The candidate will be provided with clear guidance in the assessment task as to what is expected of them and in what format.

Dictionaries should be available at all times and candidates encouraged to make use of them.

## **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).