



National Unit specification: general information

Unit title: ESOL: Living in Scotland (SCQF level 5)

Unit code: H1XH 11

Superclass: FK

Publication date: September 2012

Source: Scottish Qualifications Authority

Version: 02

Summary

This Unit is designed for candidates whose first language is not English and who need to develop their understanding of life in Scotland. The Unit allows candidates to choose citizenship topics according to their circumstances and interests. It also develops language skills. The Unit has been developed as part of the National Certificate in ESOL for Employability Group Award at SCQF level 5 and can be taken as a freestanding Unit.

Outcomes

- 1 Explain an aspect of a topic from a given selection related to the identity and structure of Scotland.
- 2 Explain an aspect of a topic from a further selection related to living and working in Scotland.

Recommended entry

While entry is at the discretion of the centre, candidates would normally be expected to have attained one or more ESOL Units at SCQF level 4 or equivalent.

Or

Have successfully completed a valid diagnostic test at the appropriate level.

General information (cont)

Unit title: ESOL: Living in Scotland (SCQF level 5)

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**SCQF credit 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 SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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 SQA.

Outcome 1

Explain an aspect of a topic from a given selection related to the identity and structure of Scotland.

Performance Criteria

- (a) Select topic and give reasons for the choice.
- (b) Support the explanation with relevant, detailed information.
- (c) Present accurate information in the explanation.
- (d) Organise and conclude the information appropriately.
- (e) Identify sources to support the information.

Outcome 2

Explain an aspect of a topic from a further selection related to living and working in Scotland.

Performance Criteria

- (a) Select topic and give reasons for the choice.
- (b) Support the explanation with relevant, detailed information.
- (c) Present accurate information in the explanation.
- (d) Organise and conclude the information appropriately.
- (e) Identify sources to support the information.

National Unit specification: statement of standards (cont)

Unit title: ESOL: Living in Scotland (SCQF level 5)

Evidence Requirements for this Unit

Written and/or oral evidence is required to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria.

Candidates will have access to monolingual dictionaries and their notes and will carry out the work on their own, under supervision. Neither copying nor reading verbatim from sources is acceptable. All notes must be handed in.

For each Outcome, knowledge evidence can be demonstrated through **either** speaking **or** writing.

Outcome 1

Candidates must include an aspect from one of the following five topics:

- 1 What is Citizenship?
- 2 Parliament and the Electoral System
- 3 Geography and History
- 4 The UK as a diverse society
- 5 The UK in the World (Europe, Commonwealth and UN)

The evidence must include:

- ◆ a minimum of three reasons explaining why the topic has been selected
- ◆ information relevant to the chosen topic which must relate to living in Scotland and supports the explanation
- ◆ information which is accurate
- ◆ an organised explanation and appropriate conclusion
- ◆ a minimum of three research sources

Outcome 2

The candidate must include an aspect from one of the following seven topics:

- 6 Human Rights
- 7 Working in the UK
- 8 Health
- 9 Housing
- 10 Education
- 11 Community Engagement
- 12 Knowing the law

The evidence must include:

- ◆ a minimum of three reasons explaining why the topic has been selected
- ◆ information relevant to the chosen topic which must relate to living in Scotland and supports the explanation
- ◆ information which is accurate
- ◆ an organised explanation and appropriate conclusion
- ◆ a minimum of three research sources

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

This Unit is part of the National Certificate in ESOL for Employability at SCQF level 5. It provides opportunities for other assessments in the award to be integrated, eg *ESOL Writing for Employability* and/or *ESOL Speaking for Employability*.

Background

From 1997 British governments have intensified their interest in the rights, responsibilities and modes of acquisition of UK citizenship. In that year the Labour government appointed Sir Bernard Crick as head of an advisory group on citizenship education. His final report in 1998, (The Crick Report) led to the introduction of citizenship as a core subject in the National Curriculum. Crick also authored the 2004 Home Office book *Life in the United Kingdom: A Journey to Citizenship*, which formed the basis for a citizenship test. This multiple-choice knowledge test, however, was found to be too demanding for lower level ESOL learners. The Home Office then agreed to grant citizenship to those who both:

(i) demonstrated improvement in their English by gaining a qualification, eg SQA ESOL

and

(ii) completed a course with embedded NIACE materials in the context of an ESOL class

This information is correct at time of writing but Home Office rules may be subject to change.

The NIACE material was adapted for use in Scotland in 2006. Whilst not necessarily up to date, it does provide examples of how each of the 12 citizenship topics might be approached. It is available at:

<http://www.niace.org.uk/projects/esolcitizenship/Home-Scot.htm>

In the many contexts in which ESOL is provided/delivered, this material was helpful not just for those who wanted formal citizenship but also more generally for candidates living in the UK for any length of time.

NIACE simply divides the framework into 12 sections. However, the first five sections may be categorised as having a more theoretical focus, emphasising the identity and structure of the UK:

- 1 What is Citizenship?
- 2 Parliament and the Electoral System
- 3 Geography and History
- 4 The UK as a diverse society
- 5 The UK in the World (Europe, Commonwealth and UN)

National Unit specification: support notes (cont)

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The second may be categorised as more practical, looking at how a candidate might benefit in everyday life from a knowledge of UK rules and procedures:

- 6 Human Rights
- 7 Working in the UK
- 8 Health
- 9 Housing
- 10 Education
- 11 Community Engagement
- 12 Knowing the law

Grammar

Table A — indicates grammar and vocabulary work which a NIACE section could naturally lead into.

Table B — explains how each grammar area suits particular NIACE sections.

Table A — Grammar and vocabulary in relation to NIACE topics

The table below shows grammar and vocabulary that could be focused on when discussing NIACE topics.

NIACE topics	Grammar	Vocabulary
1 What is Citizenship?	<ul style="list-style-type: none"> ◆ present simple versus continuous ◆ modals of obligation and prohibition 	Language of rights, duties, obligations and responsibilities.
2 Parliament and the Electoral System	<ul style="list-style-type: none"> ◆ present perfect ◆ first and second conditionals ◆ reported speech 	Prime Minister, First Minister, MP, MSP, constituency, ward, councillor, Lords, Commons, etc.
3 Geography and History	<ul style="list-style-type: none"> ◆ superlative and comparative adjectives ◆ narrative tenses ◆ quantifiers and articles (Geography) ◆ past tenses (past simple, used to, etc) ◆ present perfect ◆ third conditional (History) 	Physical and human geography terms; terms for historical periods, eg Victorian and durations, eg decade.
4 The UK as a diverse society	<ul style="list-style-type: none"> ◆ present simple versus continuous ◆ present perfect ◆ usually and used to, be/get used to ◆ relative clauses 	Equal rights terms regarding race, gender, orientation, age, disability, belief, vocabulary, grammar and pronunciation unique to Scotland.
5 The UK in the World (Europe, Commonwealth and UN)	<ul style="list-style-type: none"> ◆ present simple versus continuous ◆ superlative and comparative adjectives ◆ narrative tenses ◆ present perfect, making predictions (will, might, etc) 	Commonwealth, UN, EU.

NIACE topics	Grammar	Vocabulary
6 Human Rights	<ul style="list-style-type: none"> ◆ modals of recommendation, obligation and prohibition ◆ first and second conditionals ◆ passives 	<p>Equal rights terms (eg race, gender, orientation, age, disability and belief), vocabulary, grammar and pronunciation unique to Scotland.</p> <p>Legal processes (arrest, sentence, find guilty, etc), professions (judge, lawyer, etc).</p>
7 Working in the UK	<ul style="list-style-type: none"> ◆ modals of recommendation and obligation ◆ modals of possibility/ability ◆ ways of expressing future plans ◆ verb patterns ◆ passives 	CV, personal statement, skills, qualifications, experience, qualities, wage slip, payroll and P45.
8 Health	<ul style="list-style-type: none"> ◆ modals of recommendation and obligation ◆ ways of expressing future plans ◆ verb patterns ◆ passives 	Terms for roles in NHS, illnesses, body parts.
9 Housing	<ul style="list-style-type: none"> ◆ modals of recommendation and obligation ◆ prepositions of place ◆ passives 	Rooms/objects in house/home, describing an area.
10 Education	<ul style="list-style-type: none"> ◆ modals of recommendation and obligation ◆ modals of possibility/ability 	Terms for educational stages, qualifications and professions.
11 Community Engagement	<ul style="list-style-type: none"> ◆ modals of possibility/ability ◆ relative clauses 	CV, personal statement, skills, qualifications, experience, qualities, community, engagement, voluntary, etc.
12 Knowing the law	<ul style="list-style-type: none"> ◆ modals of recommendation and obligation ◆ first and second conditionals 	Legal processes (arrest, sentence, find guilty, etc), professions (judge, lawyer, etc).

Table B — Grammar in relation to NIACE topics

The table below shows the rationale behind the choice of grammar for different NIACE topics.

Grammar	NIACE topics	Reason
Present simple versus continuous.	1, 4 and 5	These topics deal with facts in a changing world, suitable for discriminating between simple and continuous.
Superlative and comparative.	3 and 5	Geography lends itself to comparison of numbers.
Narrative tenses.	3 and 5	Historical aspects of these topics link with narrative tenses.
Quantifiers and articles.	3 (geography)	Numbers especially in human geography link with quantifiers.
Modals of recommendation and obligation.	6, 7, 8, 9, 10 and 12	These topics are about what people should/shouldn't/must do, etc.
Modals of possibility/ability.	7, 10 and 11	Topics could be taught in terms of opportunities that might be taken, sometimes in the context of skills/abilities.
Prepositions of place.	9	Topic fits with locations inside and outside of homes.
Present perfect.	2, 3, 4 and 5	There is an opportunity here to discuss what has been done up to the present.
Usually and used to.	4	There is an opportunity here to differentiate what was the case before and what is the case now in terms of acceptance of diversity.
First and second conditional.	Esp 2, 6 and 12	Politics and law link with hypothetical situations.
Third conditional.	3 (history)	' <i>What might have been</i> ' questions might include Reformation, Reform Acts, World War 1, etc.
Ways of expressing future plans/verb patterns.	7 and 8	Verb patterns (I'm planning to/thinking of) link with future plans.
Reported speech.	2	The Prime Minister said that...
Relative clauses.	4 and 11	Topics can link definitions of groups: with 'people who...'
Passives.	6, 7, 8 and 9	These topics may involve things happening to people over which they have little control, eg being put into a house with damp problems.

Key

- | | |
|---|-------------------------|
| 1 What is Citizenship? | 7 Working in the UK |
| 2 Parliament and the Electoral System | 8 Health |
| 3 Geography and History | 9 Housing |
| 4 The UK as a diverse society | 10 Education |
| 5 The UK in the World (Europe, Commonwealth and UN) | 11 Community Engagement |
| 6 Human Rights | 12 Knowing the law |

National Unit specification: support notes (cont)

Unit title: ESOL: Living in Scotland (SCQF level 5)

Guidance on learning and teaching approaches for this Unit

The notional 40 hours will be dedicated to the topics selected as most suitable to in-depth exploration for class work/assessment purposes. Existing ESOL resources will cover a number of these topics in the context of grammar/skills/vocabulary, etc — eg material modal on modals lends itself to laws/customs (chapter 12 of the NIACE syllabus).

ESOL: Living in Scotland can be taught in different ways:

- ◆ As a discrete course

One approach would be to follow the topic order found in the NIACE material, although not all sections could be covered in the 40 hours. Other textbooks will order the topics in different ways. A more demanding approach would be to structure the course in terms of whatever news stories are current, responding to them and creating material from them as appropriate.

- ◆ As a fully integrated course

It is also possible to integrate the material into the broader work of a course, linking vocabulary, grammar and skills covered in language textbooks and assessments into NIACE topics (see tables above).

While following the topic order in NIACE would give clarity and structure to a course, general adherence to it should not prevent teachers and candidates taking opportunities offered by current news stories. The balance between approaches should be negotiated between teachers and candidates. Flexibility should be shown according to candidates' contexts, eg if some candidates live in a poorly maintained block of flats and wish to discuss this and take action, due weight should be placed on the 'Housing' topic.

By adopting the above learning and teaching approaches, the Unit should provide candidates with an opportunity to develop the following essential skills for life, learning and work:

Employability — through developing appropriate communication and literacy skills to a standard acceptable to industry, working on time limited tasks and the ability to work with others.

Citizenship — through understanding British government requirements for acquiring UK citizenship and completing an ESOL course which embeds NIACE citizenship topics.

National Unit specification: support notes (cont)

Unit title: ESOL: Living in Scotland (SCQF level 5)

Guidance on approaches to assessment for this Unit

This Unit has been developed as part of the National Certificate in ESOL for Employability at SCQF level 5. It provides opportunities for other assessments in the award to be integrated, eg *ESOL Writing for Employability* and/or *ESOL Speaking for Employability*.

For each Outcome, knowledge can be demonstrated through **either** speaking **or** writing.

Evidence of writing, of approximately 250 words, can be presented in either written or digital form. Candidates may produce a maximum of two drafts of each written piece. Candidates will then check the drafts and produce the final written piece. The drafts do not have to be submitted as evidence. Neither copying nor reading verbatim from sources is acceptable. All notes must be handed in with the written assessment.

Candidates will have access to sources, monolingual dictionaries and their notes and will carry out the work on their own, under supervision.

Oral evidence can be given either as a presentation or in a paired discussion or in a group discussion.

For presentations, the duration, with questions and answers, should be approximately 6 minutes.

For paired discussions, the length of the conversation will be approximately 6 minutes.

For group discussions, the number of candidates will be between three and five. However, it is anticipated that most centres will assess speaking in pairs or groups of three in order to simplify the assessment process. The length of the conversation should be approximately 8 minutes; due teacher discretion is encouraged.

In order to achieve an Outcome, each candidate must meet all Performance Criteria in the spoken interaction.

An assessor checklist will support the tasks and provide evidence that it is the candidate's own work.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

National Unit specification: support notes (cont)

Unit title: ESOL: Living in Scotland (SCQF level 5)

Opportunities for developing Core Skills

Throughout this Unit candidates will learn about life in the United Kingdom. Candidates will write and speak about various citizenship topics. Therefore as candidates are doing this Unit they will be developing aspects of the Core Skill of *Communication*.

Additionally opportunities will arise for candidates to work together as part of the learning process. Therefore aspects of the Core Skill of *Working with Others* will also be developed.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Word “sections” changed to “topics” in Outcome 1 and 2 on page 4.	28/09/2012

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