



Higher English for Speakers of Other Languages (ESOL) — draft Course rationale and summary

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Course rationale

Background

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.

Higher ESOL provides learners with the opportunity to develop skills in listening and talking, reading, and writing, 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 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 also 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, whose first language is not English, the opportunity to develop appropriate skills in listening and talking, reading, and writing, 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 listening and talking, reading, and writing, in order to understand and use English language 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:

- ◆ listen and talk, read, and write, in English, as appropriate to purpose, audience and context

successful learner, confident individual, responsible citizen, effective contributor

- ◆ understand and use English language, as appropriate to purpose, audience and context
- ◆ plan and research, integrating and applying English language skills 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 talk, read, and write, in English.

Successful completion of Higher ESOL represents a level of competence closely linked to Proficient User level on the Common European Framework of Reference for Languages (CEFR).

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 a different pace.

The Course provides opportunities for learners to build on prior learning experienced in a broad general education or in ESOL qualifications at a lower SCQF level.

The Course is designed to be accessible.

Progression from Higher ESOL includes opportunities for vertical and lateral progression to:

- ◆ further education
- ◆ higher education

and ultimately, for some, to employment.

Course summary

Course title: Higher ESOL

SCQF level 6 (24 SCQF credit points)

Course outline

Mandatory Units

ESOL for Everyday Life (Higher) (9 SCQF credit points)

Optional Units

ESOL in Work-Related Contexts (Higher) (9 SCQF credit points)

ESOL in Study-Related Contexts (Higher) (9 SCQF credit points)

Course assessment

(6 SCQF credit points)

This Course includes six SCQF credit points for 40 additional programmed hours to allow preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

Course structure and conditions of award

The two Units include the four language skills of listening and talking, reading, and writing. The Course provides the opportunity to integrate these language skills.

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

Mandatory Units

ESOL for Everyday Life (Higher)

The purpose of this Unit is to develop the language skills needed for everyday life in familiar personal, social and transactional contexts. This Unit provides learners with the opportunity to develop the skills of listening and talking, reading, and writing, using detailed and complex English language.

Optional Units

ESOL in Work-Related Contexts (Higher)

The purpose of this Unit is to develop the language skills needed for familiar work-related contexts. This Unit provides learners with the opportunity to develop the skills of listening and talking, reading, and writing, using detailed and complex English language.

ESOL in Study-Related Contexts (Higher)

The purpose of this Unit is to develop the language skills needed for familiar study-related contexts. This Unit provides learners with the opportunity to develop the skills of listening and talking, reading, and writing, using detailed and complex English language.

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Assessment

Information about assessment standards for the Course will be included in the *Course Assessment Specification*, which will provide full details including advice on how a learner's overall attainment for the Course will be determined.

Unit assessment

All Units are internally assessed against the requirements shown in Unit specifications.

They will be assessed pass/fail within centres.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

Exemplification of possible assessment approaches for these Units will be provided in the *National Assessment Resource*.

Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)¹. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher ESOL Course, added value will focus on:

- ◆ challenge
- ◆ application

Learners will provide evidence of their listening and talking, reading, and writing skills, and their ability to understand and use English language. The Course assessment will take the form of an [assignment](#) that focuses on talking skills, and a [question paper](#)² that focuses on listening, reading, and writing skills.

¹ Definitions can be found here: www.sqa.org.uk/sqa/45528.html

² See link above for definitions.