



## ESOL (National 5)

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## Draft National Course Specification

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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:** ESOL (National 5)  
**SCQF:** level 5 (24 SCQF credit points)  
**Course code:** to be advised

### Mandatory Units

**ESOL for Everyday Life (National 5) 9 SCQF credit points**

**ESOL in Context (National 5) 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.

### Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent qualifications and/or experience:

- ◆ ESOL (National 4) Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

## **Progression**

This Course or its components may provide progression to:

- ◆ other SQA qualifications in ESOL or related areas
- ◆ further study, employment 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* and the *Course Assessment Specification*.

## **Rationale**

All new and revised National Courses reflect the 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 and fit for purpose and they 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 skills in listening and talking, reading and writing, which are essential for learning, life and work; to develop their ability to communicate their thoughts and feelings and respond to those of other people; and to use different media effectively for learning and communication.

The Course also provides learners with the opportunity to develop an understanding of how language works, and use language to communicate ideas and information in English; to develop personal, interpersonal and team working skills; and to develop independent learning.

The Course provides learners with the opportunity 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 undertake 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
- ◆ 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 ESOL (National 5) represents a level of competence closely linked to Independent 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 ESOL (National 5) includes opportunities for vertical and lateral progression to:

- ◆ ESOL (Higher)
- ◆ Literacy Unit (SCQF level 5)
- ◆ further education

and ultimately, for some, to employment.

## 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 listening and talking, reading and writing. 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 variety of ways.

#### ESOL for Everyday Life (National 5)

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 English language.

#### ESOL in Context (National 5)

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

### Skills and knowledge

Full skills and knowledge for the Course will be given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be covered in the Course is given in this section.

The Course enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative. The following summarises the skills, knowledge and understanding from the mandatory content of the Course:

- ◆ listening and talking, reading and writing skills in English, as appropriate to purpose and audience in familiar contexts
- ◆ knowledge and understanding required to understand detailed English language, as appropriate to purpose and audience in familiar contexts
- ◆ knowledge and understanding required to use detailed English language, as appropriate to purpose and audience in familiar contexts
- ◆ understanding and using English language in familiar personal, social, transactional, work-related and study-related contexts

## Assessment

Information about assessment 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 the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

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.

The assessment of the Units in this Course will be as follows:

#### ESOL for Everyday Life (National 5)

Learners will be required to provide evidence of their listening and talking, reading and writing skills. Learners will demonstrate their ability to listen and talk, read and write as appropriate to purpose and audience, in familiar personal, social and transactional contexts. Learners will be required to provide evidence of their knowledge of detailed English language.

#### ESOL in Context (National 5)

Learners will be required to provide evidence of their listening and talking, reading and writing skills. Learners will demonstrate their ability to listen and talk, read and write as appropriate to purpose and audience, in familiar work-related or study related contexts. Learners will be required to provide evidence of their knowledge of detailed English language.

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](#)<sup>1</sup>. 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 and application.

In this Course, added value will focus on challenge and 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](#)<sup>2</sup> that focuses on talking skills and a [question paper](#)<sup>3</sup> that focuses on listening, reading and writing skills.

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<sup>1</sup> Definitions can be found here: [www.sqa.org.uk/sqa/45528.html](http://www.sqa.org.uk/sqa/45528.html)

<sup>2</sup> See link above for definition.

<sup>3</sup> See link above for definition.

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

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

It is expected that learners will also develop broad, generic skills through this Course. The skills that are likely to be appropriate for this 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 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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**Published:** April 2011 (version 1.0)

**Superclass:** to be advised

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.