

## Higher ESOL Course Support Notes



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Course Support Notes* can be downloaded from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

# Contents

## **Course Support Notes**

Introduction	1
General guidance on the Course	2
Approaches to learning, teaching and assessment	5
Equality and inclusion	12
Appendix 1: Illustrative Language Tables (ILTs)	13
Appendix 2: Reference documents	20
Administrative information	21

## **Unit Support Notes — ESOL for Everyday Life (Higher) 22**

Introduction	23
General guidance on the Unit	24
Approaches to learning, teaching and assessment	25
Equality and inclusion	27
Appendix 1: Illustrative Language Tables (ILTs)	28
Appendix 2: Reference documents	35
Administrative information	36

## **Unit Support Notes — ESOL in Study-related Contexts (Higher) 37**

Introduction	38
General guidance on the Unit	39
Approaches to learning, teaching and assessment	40
Equality and inclusion	42
Appendix 1: Illustrative Language Tables (ILTs)	43
Appendix 2: Reference documents	50
Administrative information	51

## **Unit Support Notes — ESOL in Work-related Contexts (Higher) 52**

Introduction	53
General guidance on the Unit	54
Approaches to learning, teaching and assessment	55
Equality and inclusion	57
Appendix 1: Illustrative Language Tables (ILTs)	58
Appendix 2: Reference documents	65
Administrative information	66

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Higher ESOL Course. They are intended for practitioners who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the Unit Specifications for the Units in the Course.

# General guidance on the Course

## Aims

The Course offers learners opportunities to develop and extend a wide range of skills including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking. In particular, the Course aims to enable learners to develop the ability to:

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

The Course contributes towards the development of literacy skills by providing learners with opportunities to read, write, listen and speak in English. The contexts used in the Course also give learners the opportunity to develop their citizenship skills.

## Progression into this Course

A wide range of learners in school, college, community-based and work-based contexts may undertake the Higher ESOL Course or relevant component Units.

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 one or more of the following or by equivalent qualifications and/or experience:

- ◆ National 5 ESOL Course or relevant component Units
- ◆ prior learning and/or accreditation of knowledge of English at Independent User level of the CEFR
- ◆ any other relevant experience and/or qualifications including individual Units at a different level

## Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: practitioners should refer to the Higher ESOL *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

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:

- ◆ reading, writing, listening, and speaking skills in English in the familiar, and less familiar, contexts of everyday life, work or study
- ◆ knowledge and understanding required to understand and use detailed and complex English language, as appropriate to purpose, audience and context
- ◆ Appendix 1 should be helpful for planning delivery and assessment.

## Progression from this Course

Completion of this Course or any of its component Units may provide progression to:

- ◆ courses in English
- ◆ higher education
- ◆ further education or training
- ◆ employment

## Hierarchies

**Hierarchy** is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

The Higher ESOL Course forms a hierarchy with the Courses at National 3, National 4 and National 5. The Courses at National 3, National 4, and National 5 follow a similar structure in terms of Outcomes and Assessment Standards but differ in the degree of difficulty and complexity from one level to the next.

ESOL Courses at National 3, National 4 and National 5 have two Units of 9 SCQF credit points, one for *ESOL for Everyday Life* and one for *ESOL in Context*. In the latter, the contexts of work or study are customised to suit the needs of the learner.

This structure aims to facilitate bi-level teaching and enables learners to gain recognition for their best achievement. It should be noted that at Higher level the hierarchy is continued with a mandatory Unit, *ESOL for Everyday Life* (Higher) and a choice of two optional Units, *ESOL in Work-Related Contexts* (Higher) or *ESOL in Study-Related Contexts* (Higher).

Further information on how this hierarchy can be managed is given in the 'Approaches to learning, teaching and assessment' section.

<b>National 3</b>	<b>National 4</b>	<b>National 5</b>	<b>Higher</b>
ESOL for Everyday Life	ESOL for Everyday Life	ESOL for Everyday Life	ESOL for Everyday Life
ESOL in Context	ESOL in Context	ESOL in Context	ESOL in Work-related Contexts <b>or</b> ESOL in Study-related Contexts
	Added Value Unit— ESOL assignment	Course assessment	Course assessment

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to gathering assessment evidence within the Higher ESOL Course.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work that they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, practitioners should consider this.

## **Learning and teaching settings**

It is likely that the Higher ESOL Course will be delivered in a variety of settings, for example school, college or lifelong learning contexts. The advice and guidance in this section covers these sectors and practitioners will use their professional judgement in designing and delivering the Course so that it is appropriate, relevant and motivating for individual learners.

## **Personalisation and choice**

Learners will be motivated if they are actively involved in the assessment process and are allowed to choose contexts and topics which are of particular relevance and interest to them. It is important that they are given clear success criteria and that they receive accurate and regular feedback regarding their language learning.

Topics, contexts and texts should be chosen which are relevant and will motivate learners. It is important that, where the same topics are used at different levels, development is appropriate to the level and sufficiently challenging. Where appropriate, and to provide pace and challenge for learners, more complex vocabulary, grammar and activities should be introduced and developed.

Learners will benefit from keeping their own record of learning where they can record what they have achieved, how well they have performed, the language skills they have developed and their development needs. This can also be useful for discussing learners' progress.

Collaborative working and learning should be encouraged throughout the Course. Peer-evaluation, self-evaluation and evaluation of the Course should be encouraged. Collaborative working encourages peer group evaluation and support and also provides a motivational tool for learning.

### **Enriching delivery**

During the course of their language learning, learners should be given the opportunity to:

- ◆ enhance their communication skills through the consistent development of the skills of listening, speaking, reading and writing
- ◆ develop further knowledge of the English language and how it may relate to their own language(s)
- ◆ raise their awareness of different cultures and the responsibilities of citizens
- ◆ develop generic skills such as working with others, research skills, skills in presenting information and IT skills

### **Naturally occurring evidence**

Learners will naturally read and listen before writing, will discuss tasks with peers before completion, and write notes and first-draft written pieces. In any class activity, learners will use more than one English skill to produce evidence, and practitioners will be aware of this and actively encourage it.

A wide range of assessment approaches should aim to help learners to progress and to enable them to demonstrate their achievements in a variety of ways. Practitioners should explore opportunities in the day-to-day delivery of the Units to observe learners providing evidence which satisfies, completely or partially, a Unit or Units. This is naturally occurring evidence.

### **Integration and sequencing of Units**

In essence, the Higher ESOL Course requires learners to show, by providing evidence in a variety of ways, that they can understand and use the language. In the mandatory and optional Units of the Course, learners will be engaged in activities which involve speaking to others, listening to others, reading and writing.

The Higher ESOL Course contains Outcomes which can be delivered and assessed in a variety of ways. Skills should be taught in an integrated way and the amount of time spent on each will depend on the needs of the learners and prior skills.

Timing and sequencing of the delivery and assessment of the Units is at the discretion of the centre. The Units should be integrated in terms of delivery to ensure all four skills are developed and practised in the most appropriate way. Hierarchies should provide opportunities to consolidate the teaching and learning experienced in the previous Unit. This approach can help to provide more time for learning and teaching, emphasise the transferability and integration of skills and at the same time avoid duplication of assessment.

Practitioners should explore opportunities to combine learning and assessment opportunities across different subject or topic areas and Units, where this is appropriate.

ESOL learners may be studying other subjects as well as ESOL for example, in school, in vocational education/training or in work contexts. Where this is the case, practitioners should capitalise on opportunities to combine ESOL learning and assessment opportunities with learning in other subject areas. This has the additional benefit of supporting learners in interdisciplinary learning.

## Combining assessment across Units

In the mandatory Unit *ESOL for Everyday Life* and the optional Units *ESOL in Work-Related Contexts* and *ESOL in Study-Related Contexts* the Outcomes and Assessment Standards are the same. However, the context in which English is used will differ. For many learners, everyday life involves elements of either work or study, or even both. Practitioners will recognise the opportunities afforded to them to use evidence from an activity for one Unit as evidence for another.

For speaking and writing in particular, there are topics which could cover both work and study and personal and social contexts.

### **Speaking example**

Learners discuss topical work/study issues with a partner giving personal opinions and responding to partner's comments. Issues for discussion could include, for example a current affairs issue that has had an impact on the learner's work/study situation or plans. A task such as this could meet the Outcomes for both the mandatory *ESOL for Everyday Life* and the optional work- or study-related Units as it covers personal and social, work or study contexts.

### **Writing example**

Learners write a discursive essay comparing and contrasting an education system of another country with that in Scotland. Learners give their personal opinion and include their own experiences where relevant. Again in this activity personal and social, work- or study-related contexts can be covered.

There are a number of advantages to combining assessments in this way. It can avoid repetition of skills assessments and free up time to focus on learning and additional Course content, which can include external visits and guest speakers on relevant topics as well as increasing the breadth, challenge and interest of assessment tasks. Learners could keep a combined portfolio for the whole Course rather than individual Units. The above tasks are for guidance only. It is for individual centres to choose the best ways of assessing learners.

### **Integrated approaches to assessing listening and speaking**

The integration of listening and speaking activities will allow learners to develop both their listening and speaking skills in the context of 'natural' conversations/transactions.

This type of integration can:

- ◆ develop the learners' skills in a realistic communicative situation
- ◆ reinforce and consolidate listening and speaking skills
- ◆ reduce assessment
- ◆ motivate learners by providing meaningful and relevant listening and speaking activities

Learners will develop speaking skills by contributing within conversations. They will develop listening skills by responding within the same conversations. This approach can reduce the amount of assessment as learners' responses can

provide evidence of both listening and speaking. Evidence can be gathered on an ongoing basis.

Some suggested learning and teaching contexts are shown below:

Type of interaction	Suggested context for listening and speaking
An interview	role play of a job or work experience interview
Group discussion	discussion about learner's work or educational ambitions or current affairs items
Presentation with question and answer session	learners present findings of an information gathering exercise and respond to questions from peers

Learners should be prepared for any integrated activity so that they are aware of the purpose of the activity, their role within the interaction/discussion and the Assessment Standards.

During the conversation or discussion, it is important that the speaker(s) contributes ideas and uses language at a level which allows the listener(s) to satisfy the Assessment Standards.

## Preparation for Course assessment

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

In preparation for Course assessment, learners could be given opportunities to:

- ◆ practise activities similar to what is expected in the external Course assessment, eg similar writing activities, from the contexts of everyday life, work or study, including responding to an unseen task or listening activities similar to those in the Course assessment
- ◆ prepare for the speaking and listening performance
- ◆ research/revise/learn specific vocabulary
- ◆ re-draft written responses as appropriate and act on feedback (oral or written)
- ◆ use word lists and an English dictionary
- ◆ experience assessment in controlled conditions
- ◆ experience assessment of all the skills in some or all of the contexts of everyday life, work and study

In preparation for listening assessment, learners should have the opportunity to practise:

- ◆ responding in English to questions in English
- ◆ listening to the views/intentions expressed or the events recounted
- ◆ making notes in English under given headings
- ◆ taking notes in English while listening
- ◆ working out different types of questions

In preparation for reading assessment, learners should have the opportunity to practise:

- ◆ responding in English to questions in English
- ◆ reading the views/intentions expressed or the events recounted
- ◆ making notes in English under given headings
- ◆ working out different types of questions

In preparation for writing assessment, learners should have the opportunity to practise:

- ◆ using information, ideas, approaches and language to develop writing skills in English using formal and informal writing skills and different genres. For Higher, candidates should be familiar with the following genres: formal e-mail, formal letter, informal e-mail report, article, essay

In preparation for speaking and listening assessment, learners should have the opportunity to practise:

- ◆ using spoken language in natural, spontaneous conversations and discussions
- ◆ listening to other people speaking and responding appropriately
- ◆ using coping strategies to maintain interaction
- ◆ using presentation skills

Everyday life, work-related and study-related contexts are the contexts within the Course assessment. Therefore, these are contexts that should be fully explored and developed in the delivery of the Units and the Course.

# Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

The Course contributes towards the development of literacy skills by providing learners with opportunities to listen and talk, read and write in English and the following skills for learning, skills for life and skills for work:

## **1 Literacy**

- 1.1 Reading
- 1.2 Listening and talking
- 1.3 Writing

## **4 Employability, enterprise and citizenship**

- 4.6 Citizenship

## **5 Thinking skills**

- 5.3 Applying

The table below provides some suggested opportunities of how these skills can be further developed within the Course.

<b>Skills for learning, skills for life and skills for work</b>	<b>Approaches for learning and teaching</b>
<b>1 Literacy</b> <b>1.1 Reading</b> <b>1.2 Listening and talking</b> <b>1.3 Writing</b>	Throughout the learning and assessment activities learners will build their skills for specific purposes in reading, writing, listening and speaking in an integrated and naturally occurring way.
<b>4.6 Citizenship</b> Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.	Learners will learn about the culture, customs, practices and beliefs in an English speaking country and will develop their English language skills and knowledge. The contexts of everyday life (including society/culture), work and study within the Course will develop learners' understanding of citizenship issues in the English speaking country as well as encouraging understanding of their other cultures and communities. This could include developing understanding of Scotland as a multi-cultural and multi-lingual country.
<b>5.3 Applying</b> Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.	Wherever possible, learners should be given the opportunity to apply the skills, knowledge and understanding they have developed to new topics and contexts. Learners will use what they know already, for example when they use a familiar structure for writing but use different content. Learners will also develop the ability to plan, organise and complete tasks when they undertake language activities, for example designing a web page in English. Higher ESOL allows learners to develop English skills that can be applied in all areas of life.

Skills for learning will feature prominently in the Course but practitioners will also be aware of opportunities for skills for life and skills for work.

The Course materials used should reflect the outside world in which learners are operating. Where learners are learning English in schools, further education colleges or community settings, Course materials should help learners with their studies in other areas and with the systematic development of English language skills. These other areas will include situations in which learners use English effectively to improve their own or others' health and wellbeing, enhance their chances in employability, and allow them to develop skills required of good citizens living in Scotland or other English-speaking countries. Skills for learning, skills for life and skills for work should permeate the Course naturally.

# Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

# Appendix 1: Illustrative Language Tables (ILTs)

This Appendix contains illustrative guidance to support the development of learners' language in a systematic way. As ESOL students have to develop both everyday language, and study/work language to access topics used in learning or employment-related contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for *ESOL for Everyday Life*, *ESOL in Work-related Contexts* and *ESOL in Study-related Contexts* is set out in two Illustrative Language Tables (ILTs) ILT1 and ILT2.

Both the ILTs offer an overview of how this language can be adjusted according to learner level to support learning. As the levels go up, there is increasing complexity of both language and cognitive skills required of the task, ranging from everyday, to work- or study-related. Taking this perspective, it also means that the skills can be taught and supported in an integrated way for practice and assessment as would happen naturally in the learning context.

**Illustrative Language Table 1 (ILT1)** shows language and skills at different ESOL levels:

- i) Work on language features can be adjusted from 'concrete' to 'abstract', 'familiar' (known context) to 'unfamiliar' (unknown context), developing both everyday and subject or context specific language.
- ii) Language is set out at word, sentence and text/paragraph level, followed by strategies for the four skills: reading, writing, listening and speaking.

**Illustrative Language Table 2 (ILT2)** sets out integrated tasks or activities demonstrating a possible range of genres, or styles of communication, for personal, social, transactional, work and study related contexts.

<b>Illustrative Language Table 1: Language and skills for Higher ESOL: Detailed and complex, familiar and less familiar</b>	
<b>Language at word level</b>	<b>Focus on formation (root/stem/prefix/suffix); spelling; Meaning: denotation, connotation, figurative, literal; Choice: standard/dialect/colloquial/slang.</b>
<b>Detailed and complex, familiar and less familiar</b>	<ul style="list-style-type: none"> <li>◆ revise and build on National 5 (if appropriate)</li> <li>◆ able to make considered choices about spelling a word; most patterns internalised</li> <li>◆ understand and use detailed and complex vocabulary and phrases for everyday use and work and study contexts, including specialised concrete and abstract words and phrases</li> <li>◆ unfamiliar words processed and understood</li> <li>◆ explore connotative meanings, multiword collocations, colloquial language/figurative and metaphorical</li> <li>◆ use analogy for explanations</li> </ul>
<b>Language at sentence level</b>	<b>Focus on word order for information focus; combining phrases to sentence structure for clarity; simple/compound/complex; standard/dialect/slang</b>
<b>Detailed and complex, familiar and less familiar</b>	<ul style="list-style-type: none"> <li>◆ convey precise information through developing control of complex subordination; the use of apposition; elision</li> <li>◆ develop control of features encountered at National 5 level and explore a wider range of simple, compound and complex sentence structures, eg nominalisation; fronted clauses; it-clefts; embedded clauses; finite and non-finite verb forms to vary sentence structure</li> <li>◆ combine clauses and phrases with finite and non-finite verb forms</li> <li>◆ explore simple, continuous, perfect, perfect continuous verb forms</li> </ul>
<b>Language and skills at text/paragraph level</b>	<b>Identify genre; model it; then scaffold learner practice in rhetorical organisation, layout and language features — linking sentences and sections of text, getting the right tone and level of formality. Use across the four skills: reading, writing, listening, speaking.</b>
<b>Detailed and complex, familiar and less familiar</b>	<ul style="list-style-type: none"> <li>◆ understand and use the appropriate structure of required genre forms for study/work</li> <li>◆ build and link paragraphs to construct a coherent argument and make purpose clear to the reader: use logical and sequence markers in quite complex and detailed texts to suit purpose</li> <li>◆ produce effective openings/conclusions</li> <li>◆ engage the audience and lead through the argument</li> <li>◆ identify tone and how it is conveyed; cope with inference</li> <li>◆ cope with complex and detailed language that may be both familiar and less familiar in terms of content</li> <li>◆ summarise or expand upon information</li> </ul>

<b>Reading</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 5 if appropriate.</li> <li>✓ Explore a variety of materials of different lengths, in different written formats and genres (text types) for understanding.</li> <li>✓ Deal with abstract concepts, infer meaning, read between the lines, explore nuances of attitude and tone.</li> <li>✓ Practise looking through several texts to find relevant information (quantity of texts needs to be built up gradually).</li> <li>✓ Deduce meaning from context and use advanced dictionary or thesaurus for vocabulary development of items required to be understood deeply or used.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills and strategies from National 5 if appropriate.</li> <li>✓ Notice rhetorical patterns in other texts and write at length on a range of topics appropriate to study goal — this will include complex familiar and less familiar topics, following genre conventions and using detailed and complex language.</li> <li>✓ Refer to sources in own words and acknowledge sources in bibliography.</li> <li>✓ Engage the reader and lead through the argument — practise demonstrating attitude, justifying an opinion, explaining, comparing, etc.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills and strategies acquired at National 5 if appropriate.</li> <li>✓ Develop skills to process familiar material more quickly and to cope with some unfamiliar listening contexts.</li> <li>✓ Practise asking for clarification and repair misunderstandings.</li> <li>✓ Work on identifying main points and some relevant details.</li> <li>✓ Practise following a discussion involving a number of speakers in a range of contexts.</li> <li>✓ Work on role play and scenarios to follow 1:1 exchanges with only occasional clarification required.</li> <li>✓ Further work on a variety of accents: notice differences and similarities between own and others speaking pronunciation and styles.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills and strategies from National 5.</li> <li>✓ Communicate on a range of topics adequately for meaningful participation in a range of complex events using detailed and complex language and covering familiar and less familiar topics.</li> <li>✓ Practise managing complex 1:1, small group interactions, discussions and presentations successfully.</li> <li>✓ Pay attention to appropriate tone and style of negotiations to achieve a goal.</li> <li>✓ Use personal and impersonal styles.</li> <li>✓ Use intonation and stress at sentence level to convey more precise meaning: accept that there is an L1 accent, but ensure this does not impede understanding.</li> </ul>

**Illustrative Language Table 2:**  
**Integrated tasks for all ESOL levels: select function, and language difficulty according to level. Higher candidates should be aiming for the fourth column of language difficulty.**

**'Functions grid' shows personal, social, transactional, work and study related contexts.**

**Activities in these areas should offer receptive, investigative, and productive tasks in a range of formats for practice in preparation for assessment.**

<b>Genre: Text response</b>				
<b>function</b>	<b>personal response</b>	<b>review</b>	<b>interpretation</b>	<b>critical response</b>
<b>purpose: personal</b>	react emotionally, talk about how you feel about something, thank, praise	talk about how you felt about an event	interpret the significance of an event or object	talk about how you make a decision, decide on the pros and cons
<b>purpose: social</b>	find out how your friends feel about something	share feelings with friends about something in the past	decide how to respond to an invitation	think about how to advise a friend or how to ask a friend's advice
<b>purpose: trans-actional</b>	respond to an everyday communication	talk about how you responded to an everyday communication	consider a response to an official communication (from NHS, bank, local council etc)	consider the best approach to solving a transactional problem, viewing it from all angles
<b>purpose: work</b>	make a personal response to a work communication	talk about how you feel about a communication in the work place	consider business response	consider the pros and cons of a business decision or strategy
<b>purpose: study</b>	talk/write about your feelings in response to a text	evaluate a literary, visual or musical text	interpret the message of a text	challenge the message of a text

<b>Genre: Stories</b>				
<b>function</b>	<b>recount</b>	<b>narrative</b>	<b>exemplum</b>	<b>anecdote</b>
<b>purpose: personal</b>	recount personal events	talk about something that happened to you with a focus on the end or outcome	judge a character or behaviour in a story	tell something about yourself with a lesson or point in it
<b>purpose: social</b>	recount events with friends	tell a story that will interest friends with a focus on the end or outcome	state likes/dislikes	tell something about a social group with a lesson or point in it
<b>purpose: transactional</b>	recount events, eg at the library	report a transactional event with a particular outcome	carry out or complete a survey	advise or warn someone by telling them an exemplary tale
<b>purpose: work</b>	recount events at work	talk about a work situation or event where a problem was resolved	complete a form	report an event with a lesson for the work situation in it
<b>purpose: study</b>	recount events; methodology	resolve a complication in an academic story; discussion of results	report an event with a lesson in it, such as an accident or a great success	use analogy to make a point
<b>Genre: Procedures</b>				
<b>functions</b>	<b>procedure</b>	<b>procedural recount</b>		
<b>purpose: personal</b>	help a family member	talk about how you helped a family member		
<b>purpose: social</b>	give directions	recommend shopping online		
<b>purpose: transactional</b>	complete forms	make phone calls/leave messages		
<b>purpose: work</b>	give instructions for procedure	talk about how something was done in the past		
<b>purpose: study</b>	detail how to do experiments/carry out observations	recount experiments and observations (methodology)		

	<b>Genre: Information reports</b>		
<b>function</b>	<b>descriptive report</b>	<b>classifying report</b>	<b>persuasive report</b>
<b>purpose: personal</b>	describe my house, an object or place	talk about things you are good at, likes and dislikes	think through pros and cons of a problem
<b>purpose: social</b>	describe a place where your family lives now or in the past	talk about group preferences and habits	persuade someone to accept an invitation, or make arrangements
<b>purpose: transactional</b>	do an internet search for something you need to buy	find out the kinds of shops, leisure facilities or schools available to you in your area	explain to a local councillor a need in your area
<b>purpose: work</b>	prepare or read applications	prepare or read CVs	explain to your boss a need for some new resource at work
<b>purpose: study</b>	classifying and describing a phenomenon	classifying and describing types of phenomenon	make a recommendation based on evidence
	<b>Genre: Explanations</b>		
<b>functions</b>	<b>sequential explanation</b>	<b>factorial explanation</b>	<b>consequential explanation</b>
<b>purpose: personal</b>	explain how to do something you often do	justifying an opinion – giving reasons (factors) for how you feel/felt	explain the effects of an event on how you feel
<b>purpose: social</b>	explain how to do something to a group	give causes or reasons for a decision to a group	give advice
<b>purpose: transactional</b>	prepare and understand procedures in social structures	explaining the thinking behind systems or procedures (finance and managing money)	recommend strategies for managing finance
<b>purpose: work</b>	prepare and understand procedures at work	explaining the thinking behind work systems or procedures	explain the thinking behind work strategies and long term goals
<b>purpose: study</b>	explain a sequence of development or procedure	explaining multiple factors that might contribute to or cause something, such as increased sales, drought	explaining multiple effects

	<b>Genre: Factual stories</b>			
<b>functions</b>	<b>autobiographical recount</b>	<b>biographical recount</b>	<b>historical recount</b>	<b>historical account</b>
<b>purpose: personal</b>	recount life events	recount life stages	recount family events in the past	explain how you learned something
<b>purpose: social</b>	talk to friends about their previous activities	tell friends about someone's life stages	recount friends, shared interests	explain how you became friends with a group
<b>purpose: transactional</b>	give a report of your medical history for the GP	report your family's medical history for your GP	recount, cultural events, celebrations, social issues	explain how the health service worked in the past
<b>purpose: work</b>	prepare a CV to a future employer	recount life stages of someone at work	recount historical events of a trade or workplace	explain how a trade or workplace expanded or declined
<b>purpose: study</b>	recount methodology	recount chronological developments	recount historical events	explain historical events
	<b>Genre/purpose: Arguments</b>			
<b>functions</b>	<b>exposition</b>		<b>discussion</b>	
<b>purpose: personal</b>	make arrangements; talk about something you would like to do		compare items, places, events to make a choice	
<b>purpose: social</b>	enquire in order to set out a proposition that you want to take further, eg what venues are available for your planned event		find out information that will give you points for and against a social event/situation eg holiday; sharing a house	
<b>purpose: transactional</b>	make phone calls/ leave messages		plan how to discuss an ailment with a doctor	
<b>purpose: work</b>	use and understand problem-solving strategies		consider/plan how to discuss something with a work colleague or boss	
<b>purpose: study</b>	argue for a point of view		discuss two or more points of view; draw on informal or formal sources (as appropriate to learner level)	

## Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).
- ◆ [Building the Curriculum 3: A framework for learning and teaching](#)
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [Principles and practice papers for curriculum areas](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)
- ◆ Common European Framework of Reference web-page: [www.coe.int/t/dg4/linguistic/Source/Framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf)
- ◆ NALDIC — NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM: [www.naldic.org.uk](http://www.naldic.org.uk)
- ◆ ESOL Scotland: [www.esolscotland.com](http://www.esolscotland.com)
- ◆ Learning in 2+Languages — Education Scotland: [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)
- ◆ NATECLA: [www.natecla.org.uk](http://www.natecla.org.uk)
- ◆ Skillswise: [www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)
- ◆ All Talk British Telecom: [www.btplc.com](http://www.btplc.com)
- ◆ TALENT (Training Adult Literacy, ESOL and Numeracy Teachers): [www.talent.ac.uk](http://www.talent.ac.uk)
- ◆ One-stop English: [www.onestopenGLISH.com](http://www.onestopenGLISH.com)
- ◆ SQA ESOL learning and teaching materials: [www.sqa.org.uk/esol](http://www.sqa.org.uk/esol)
- ◆ SQA e-learning materials: [www.sqa.org.uk/sqa/32008.html](http://www.sqa.org.uk/sqa/32008.html)
- ◆ British Council ESOL Nexus (<http://esol.britishcouncil.org/>)
- ◆ *The concept of task complexity is illustrated in the Task Complexity Quadrant developed from North American work based on the BICS/CALP distinction (Jim Cummins 1979, cited in Colin Baker The Foundations of Bilingual Education and Bilingualism, Clevedon: Multilingual Matters, 2006:181).*
- ◆ The range of genres is illustrated in the 'Genre wheel' set out in the Australian work done by David Rose 'Reading Genre: a new wave of analysis.' In *Linguistics and the Human Sciences*.2:2, 2007, 185-204.

# Administrative information

---

**Published:** May 2016 (version 2.0)

---

## History of changes to Course Support Notes

Version	Description of change	Authorised by	Date
1.1	'Talking' changed to speaking'. 'Movement within the hierarchy' changed to 'progression from one level to the next'. Added 'and discussions'.	Qualifications Development Manager	June 2014
2.0	Minor wording changes and clarifications throughout; tables and wording removed in Combining Assessment section; additional advice provided on appropriate Higher genres in Preparation for Course Assessment Section; Appendix 1 'Contexts, topics and topic development' replaced with Appendix 1 'Illustrative Language Tables'; additional sources provided in Appendix 2.	Qualifications Manager	May 2016

© Scottish Qualifications Authority 2016

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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.

## Unit Support Notes — ESOL for Everyday Life (Higher)



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *ESOL for Everyday Life* (Higher) Unit. These support notes are not mandatory. They are intended for practitioners who are delivering this Unit. They should be read in conjunction with:

- ◆ *ESOL for Everyday Life (Higher) Unit Specification*
- ◆ *Higher ESOL Course Specification*
- ◆ *ESOL in Work-related Contexts (Higher) Unit Specification*
- ◆ *ESOL in Study-related Contexts (Higher) Unit Specification*
- ◆ *Higher ESOL Course Support Notes*
- ◆ *Appropriate Unit Assessment Support packs and Understanding Standards materials*

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

# General guidance on the Unit

## Aims

The general aim of this Unit is to provide learners whose first language is not English with the opportunity to develop the language skills needed for everyday life in familiar and less familiar personal, social and transactional contexts. Learners develop the skills of reading, writing, listening and speaking, using detailed and complex English language.

Learners who complete this Unit will be able to:

- ◆ understand detailed and complex language written in English
- ◆ produce written English using detailed and complex language
- ◆ understand detailed and complex language spoken in English
- ◆ communicate orally in English using detailed and complex language

This Unit is a mandatory Unit of the Higher ESOL Course and is also available as a free-standing Unit.

Exemplification of the standards in this Unit is given in the SQA Understanding Standards materials.

## Progression into this Unit

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

- ◆ National 5 ESOL Course or relevant component Units
- ◆ prior learning and/or accreditation of knowledge of English at Independent User level of the CEFR
- ◆ any other relevant qualification including individual Units at a different level

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the *ESOL Course Support Notes*.

If this Unit is being delivered on a free-standing basis, practitioners are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

Completion of this Unit may provide progression to:

- ◆ other ESOL Units at Higher Level
- ◆ Higher ESOL Course
- ◆ further education or training
- ◆ higher education
- ◆ employment

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to gathering assessment evidence within the *ESOL for Everyday Life* (Higher) Unit.

## Naturally occurring evidence

Assessment approaches should aim to help learners progress through the Unit and enable them to demonstrate their achievements in a range of ways. Practitioners should explore opportunities in the day-to-day delivery of the Unit to observe learners providing evidence which satisfies a Unit completely or partially. This is naturally occurring evidence.

## Thematic approaches

Practitioners will be aware of the opportunities to assess performance across the four skills in each Unit by adopting a themed approach such as those shown below. It is also possible to generate evidence which may satisfy the requirements of more than one Unit within a single themed programme of work.

Practitioners can use a variety of different texts in drawing up a programme of work for the Unit. The term 'text' may refer to print or electronic media.

Activities which may be included in a teaching programme for *ESOL in Everyday Life* are illustrated in the table below:

Reading	Writing	Listening	Speaking
For information/comprehension  ♦ identify the purpose and attitude of writer ♦ identify tone ♦ identify register ♦ distinguish between fact/opinion ♦ recognise structure ♦ identify links ♦ make inferences	Practice in:  ♦ developing vocabulary ♦ identifying/using correct register ♦ discussing issues ♦ narrating events ♦ describing people/places/emotions ♦ summarising events/ideas/views ♦ expanding on ideas ♦ developing an argument ♦ structuring a piece ♦ predicting ♦ producing texts individually or with others ♦ employing specific forms of writing ♦ peer assessment and feedback	For information/taking notes for comprehension  ♦ identify the purpose and attitude of speaker ♦ identify tone ♦ identify register ♦ distinguish between fact/opinion ♦ make inferences ♦ recognise use of volume/pitch/accents	♦ participate in group discussion ♦ participate in debate ♦ interview others ♦ make phone calls ♦ deliver presentation ♦ argue a point ♦ ask questions ♦ prompt within discussion ♦ answer questions ♦ provide further information or examples ♦ give instructions ♦ narrate events ♦ peer assessment activities ♦ report ♦ record in various forms/media ♦ role play

### **A thematic approach to providing naturally occurring assessment evidence**

Themes used should be of relevance to the needs and experiences of the learner. Learning and teaching approaches chosen should provide as many opportunities as possible and practical to allow learners to work collaboratively. Peer- and self-assessment should feature largely. Themes may address social issues, personal experiences, community concerns and so on. The table below illustrates how practitioners may adopt a themed approach to the planning of teaching, learning and evidence generation.

<b>Theme</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
<b>The news</b> Choose a topical current affairs issue to research.	Read at least two newspaper sources and make appropriate notes.	Use notes to write a discursive essay on the issue.	Listen to related broadcast material on the issue. Take notes.	Have a discussion with your partner on the topical issue.
<b>Our environment</b> Project work. Choose an issue of local interest which affects you. Find material from the library, web or texts.	Research issue/topic, take notes and acknowledge sources.	Write a formal report on the issue and what recommendations you would make.	Interview relevant people involved in the issue and note answers/ comments/ views expressed.	Present your findings in a presentation with a follow-up question and answer session.

Evidence for assessment against Unit Outcomes can be generated from each of these activities in an integrated way.

Appendix 1: Illustrative Language Tables (ILTs) 1 and 2 contains further illustrative guidance to support the development of learners' language in a systematic way in Everyday Life, Work-related and Study-related contexts.

## **Developing skills for learning, skills for life and skills for work**

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

# Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Illustrative Language Tables (ILTs)

This Appendix contains illustrative guidance to support the development of learners' language in a systematic way. As ESOL students have to develop both everyday language, and study/work language to access topics used in learning or employment-related contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for *ESOL for Everyday Life*, *ESOL in Work-related Contexts* and *ESOL in Study-related Contexts* is set out in two Illustrative Language Tables (ILTs) ILT1 and ILT2.

Both the ILTs offer an overview of how this language can be adjusted according to learner level to support learning. As the levels go up, there is increasing complexity of both language and cognitive skills required of the task, ranging from everyday, to work- or study-related. Taking this perspective, it also means that the skills can be taught and supported in an integrated way for practice and assessment as would happen naturally in the learning context.

**Illustrative Language Table 1 (ILT1)** shows language and skills at different ESOL levels:

- i) Work on language features can be adjusted from 'concrete' to 'abstract', 'familiar' (known context) to 'unfamiliar' (unknown context), developing both everyday and subject or context specific language.
- ii) Language is set out at word, sentence and text/paragraph level, followed by strategies for the four skills: reading, writing, listening and speaking.

**Illustrative Language Table 2 (ILT2)** sets out integrated tasks or activities demonstrating a possible range of genres, or styles of communication, for personal, social, transactional, work and study related contexts.

<b>Illustrative Language Table 1: Language and skills for Higher ESOL: Detailed and complex, familiar and less familiar.</b>	
<b>Language at word level</b>	<b>Focus on formation (root/stem/prefix/suffix); spelling; Meaning: denotation, connotation, figurative, literal; Choice: standard/dialect/colloquial/slang</b>
<b>Detailed and complex, familiar and less familiar</b>	<ul style="list-style-type: none"> <li>◆ revise and build on National 5 (if appropriate)</li> <li>◆ able to make considered choices about spelling a word; most patterns internalised</li> <li>◆ understand and use detailed and complex vocabulary and phrases for everyday use and work and study contexts, including specialised concrete and abstract words and phrases</li> <li>◆ unfamiliar words processed and understood</li> <li>◆ explore connotative meanings, multiword collocations, colloquial language/figurative and metaphorical</li> <li>◆ use analogy for explanations</li> </ul>
<b>Language at sentence level</b>	<b>Focus on word order for information focus; combining phrases to sentence structure for clarity; simple/compound/complex; standard/dialect/slang</b>
<b>Detailed and complex, familiar and less familiar</b>	<ul style="list-style-type: none"> <li>◆ convey precise information through developing control of complex subordination; the use of apposition; elision</li> <li>◆ develop control of features encountered at National 5 level and explore a wider range of simple, compound and complex sentence structures, eg nominalisation; fronted clauses; it-clefts; embedded clauses; finite and non-finite verb forms to vary sentence structure</li> <li>◆ combine clauses and phrases with finite and non-finite verb forms</li> <li>◆ explore simple, continuous, perfect, perfect continuous verb forms</li> </ul>
<b>Language and skills at text/paragraph level</b>	<b>Identify genre; model it; then scaffold learner practice in rhetorical organisation, layout and language features — linking sentences and sections of text, getting the right tone and level of formality. Use across the four skills: reading, writing, listening, speaking</b>
<b>Detailed and complex, familiar and less familiar</b>	<ul style="list-style-type: none"> <li>◆ understand and use the appropriate structure of required genre forms for study/work</li> <li>◆ build and link paragraphs to construct a coherent argument and make purpose clear to the reader: use logical and sequence markers in quite complex and detailed texts to suit purpose</li> <li>◆ produce effective openings/conclusions</li> <li>◆ engage the audience and lead through the argument</li> <li>◆ identify tone and how it is conveyed; cope with inference</li> <li>◆ cope with complex and detailed language that may be both familiar and less familiar in terms of content</li> <li>◆ summarise or expand upon information</li> </ul>

<b>Reading</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 5 if appropriate.</li> <li>✓ Explore a variety of materials of different lengths, in different written formats and genres (text types) for understanding.</li> <li>✓ Deal with abstract concepts, infer meaning, read between the lines, explore nuances of attitude and tone.</li> <li>✓ Practise looking through several texts to find relevant information (quantity of texts needs to be built up gradually).</li> <li>✓ Deduce meaning from context and use advanced dictionary or thesaurus for vocabulary development of items required to be understood deeply or used.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills and strategies from National 5 if appropriate.</li> <li>✓ Notice rhetorical patterns in other texts and write at length on a range of topics appropriate to study goal — this will include complex familiar and less familiar topics, following genre conventions and using detailed and complex language.</li> <li>✓ Refer to sources in own words and acknowledge sources in bibliography.</li> <li>✓ Engage the reader and lead through the argument — practise demonstrating attitude, justifying an opinion, explaining, comparing, etc.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills and strategies acquired at National 5 if appropriate.</li> <li>✓ Develop skills to process familiar material more quickly and to cope with some unfamiliar listening contexts.</li> <li>✓ Practise asking for clarification and repair misunderstandings.</li> <li>✓ Work on identifying main points and some relevant details.</li> <li>✓ Practise following a discussion involving a number of speakers in a range of contexts.</li> <li>✓ Work on role play and scenarios to follow 1:1 exchanges with only occasional clarification required.</li> <li>✓ Further work on a variety of accents: notice differences and similarities between own and others speaking pronunciation and styles.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills and strategies from National 5.</li> <li>✓ Communicate on a range of topics adequately for meaningful participation in a range of complex events using detailed and complex language and covering familiar and less familiar topics.</li> <li>✓ Practise managing complex 1:1, small group interactions, discussions and presentations successfully.</li> <li>✓ Pay attention to appropriate tone and style of negotiations to achieve a goal.</li> <li>✓ Use personal and impersonal styles.</li> <li>✓ Use intonation and stress at sentence level to convey more precise meaning: accept that there is an L1 accent, but ensure this does not impede understanding.</li> </ul>

**Illustrative Language Table 2:**  
**Integrated tasks for all ESOL levels: select function, and language difficulty according to level. Higher candidates should be aiming for the fourth column of language difficulty.**

**'Functions grid' shows personal, social, transactional, work and study related contexts.**

**Activities in these areas should offer receptive, investigative, and productive tasks in a range of formats for practice in preparation for assessment.**

<b>Genre: Text response</b>				
<b>function</b>	<b>personal response</b>	<b>review</b>	<b>interpretation</b>	<b>critical response</b>
<b>purpose: personal</b>	react emotionally, talk about how you feel about something, thank, praise	talk about how you felt about an event	interpret the significance of an event or object	talk about how you make a decision, decide on the pros and cons
<b>purpose: social</b>	find out how your friends feel about something	share feelings with friends about something in the past	decide how to respond to an invitation	think about how to advise a friend or how to ask a friend's advice
<b>purpose: trans-actional</b>	respond to an everyday communication	talk about how you responded to an everyday communication	consider a response to an official communication (from NHS, bank, local council etc)	consider the best approach to solving a transactional problem, viewing it from all angles
<b>purpose: work</b>	make a personal response to a work communication	talk about how you feel about a communication in the work place	consider business response	consider the pros and cons of a business decision or strategy
<b>purpose: study</b>	talk/write about your feelings in response to a text	evaluate a literary, visual or musical text	interpret the message of a text	challenge the message of a text

<b>Genre: Stories</b>				
<b>function</b>	<b>recount</b>	<b>narrative</b>	<b>exemplum</b>	<b>anecdote</b>
<b>purpose: personal</b>	recount personal events	talk about something that happened to you with a focus on the end or outcome	judge a character or behaviour in a story	tell something about yourself with a lesson or point in it
<b>purpose: social</b>	recount events with friends	tell a story that will interest friends with a focus on the end or outcome	state likes/dislikes	tell something about a social group with a lesson or point in it
<b>purpose: transactional</b>	recount events, eg at the library	report a transactional event with a particular outcome	carry out or complete a survey	advise or warn someone by telling them an exemplary tale
<b>purpose: work</b>	recount events at work	talk about a work situation or event where a problem was resolved	complete a form	report an event with a lesson for the work situation in it
<b>purpose: study</b>	recount events; methodology	resolve a complication in an academic story; discussion of results	report an event with a lesson in it, such as an accident or a great success	use analogy to make a point
<b>Genre: Procedures</b>				
<b>functions</b>	<b>procedure</b>	<b>procedural recount</b>		
<b>purpose: personal</b>	help a family member	talk about how you helped a family member		
<b>purpose: social</b>	give directions	recommend shopping online		
<b>purpose: transactional</b>	complete forms	make phone calls/leave messages		
<b>purpose: work</b>	give instructions for procedure	talk about how something was done in the past		
<b>purpose: study</b>	detail how to do experiments/carry out observations	recount experiments and observations (methodology)		

	<b>Genre: Information reports</b>		
<b>function</b>	<b>descriptive report</b>	<b>classifying report</b>	<b>persuasive report</b>
<b>purpose: personal</b>	describe my house, an object or place	talk about things you are good at, likes and dislikes	think through pros and cons of a problem
<b>purpose: social</b>	describe a place where your family lives now or in the past	talk about group preferences and habits	persuade someone to accept an invitation, or make arrangements
<b>purpose: transactional</b>	do an internet search for something you need to buy	find out the kinds of shops, leisure facilities or schools available to you in your area	explain to a local councillor a need in your area
<b>purpose: work</b>	prepare or read applications	prepare or read CVs	explain to your boss a need for some new resource at work
<b>purpose: study</b>	classifying and describing a phenomenon	classifying and describing types of phenomenon	make a recommendation based on evidence
	<b>Genre: Explanations</b>		
<b>functions</b>	<b>sequential explanation</b>	<b>factorial explanation</b>	<b>consequential explanation</b>
<b>purpose: personal</b>	explain how to do something you often do	justifying an opinion – giving reasons (factors) for how you feel/felt	explain the effects of an event on how you feel
<b>purpose: social</b>	explain how to do something to a group	give causes or reasons for a decision to a group	give advice
<b>purpose: transactional</b>	prepare and understand procedures in social structures	explaining the thinking behind systems or procedures (finance and managing money)	recommend strategies for managing finance
<b>purpose: work</b>	prepare and understand procedures at work	explaining the thinking behind work systems or procedures	explain the thinking behind work strategies and long term goals
<b>purpose: study</b>	explain a sequence of development or procedure	explaining multiple factors that might contribute to or cause something, such as increased sales, drought	explaining multiple effects

	<b>Genre: Factual stories</b>			
<b>functions</b>	<b>autobiographical recount</b>	<b>biographical recount</b>	<b>historical recount</b>	<b>historical account</b>
<b>purpose: personal</b>	recount life events	recount life stages	recount family events in the past	explain how you learned something
<b>purpose: social</b>	talk to friends about their previous activities	tell friends about someone's life stages	recount friends, shared interests	explain how you became friends with a group
<b>purpose: transactional</b>	give a report of your medical history for the GP	report your family's medical history for your GP	recount, cultural events, celebrations, social issues	explain how the health service worked in the past
<b>purpose: work</b>	prepare a CV to a future employer	recount life stages of someone at work	recount historical events of a trade or workplace	explain how a trade or workplace expanded or declined
<b>purpose: study</b>	recount methodology	recount chronological developments	recount historical events	explain historical events
	<b>Genre/purpose: Arguments</b>			
<b>functions</b>	<b>exposition</b>		<b>discussion</b>	
<b>purpose: personal</b>	make arrangements; talk about something you would like to do		compare items, places, events to make a choice	
<b>purpose: social</b>	enquire in order to set out a proposition that you want to take further, eg what venues are available for your planned event		find out information that will give you points for and against a social event/situation eg holiday; sharing a house	
<b>purpose: transactional</b>	make phone calls/ leave messages		plan how to discuss an ailment with a doctor	
<b>purpose: work</b>	use and understand problem-solving strategies		consider/plan how to discuss something with a work colleague or boss	
<b>purpose: study</b>	argue for a point of view		discuss two or more points of view; draw on informal or formal sources (as appropriate to learner level)	

## Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).
- ◆ [Building the Curriculum 3: A framework for learning and teaching](#)
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [Principles and practice papers for curriculum areas](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)
- ◆ Common European Framework of Reference web-page: [www.coe.int/t/dg4/linguistic/Source/Framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf)
- ◆ NALDIC — NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM: [www.naldic.org.uk](http://www.naldic.org.uk)
- ◆ ESOL Scotland: [www.esolscotland.com](http://www.esolscotland.com)
- ◆ Learning in 2+Languages — Education Scotland: [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)
- ◆ NATECLA: [www.natecla.org.uk](http://www.natecla.org.uk)
- ◆ Skillswise: [www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)
- ◆ All Talk British Telecom: [www.btplc.com](http://www.btplc.com)
- ◆ TALENT (Training Adult Literacy, ESOL and Numeracy Teachers): [www.talent.ac.uk](http://www.talent.ac.uk)
- ◆ One-stop English: [www.onestopenGLISH.com](http://www.onestopenGLISH.com)
- ◆ SQA ESOL learning and teaching materials: [www.sqa.org.uk/esol](http://www.sqa.org.uk/esol)
- ◆ SQA e-learning materials: [www.sqa.org.uk/sqa/32008.html](http://www.sqa.org.uk/sqa/32008.html)
- ◆ British Council ESOL Nexus (<http://esol.britishcouncil.org/>)
- ◆ *The concept of task complexity is illustrated in the Task Complexity Quadrant developed from North American work based on the BICS/CALP distinction (Jim Cummins 1979, cited in Colin Baker The Foundations of Bilingual Education and Bilingualism, Clevedon: Multilingual Matters, 2006:181).*
- ◆ The range of genres is illustrated in the 'Genre wheel' set out in the Australian work done by David Rose 'Reading Genre: a new wave of analysis.' In *Linguistics and the Human Sciences*.2:2, 2007, 185-204.

# Administrative information

---

**Published:** May 2016 (version 2.0)

---

## History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
1.1	Activities table added. 'A Thematic Approach providing naturally occurring evidence' added. Clarification of activity combining reading, writing, speaking and listening. Appendix 2 is now Illustrative Language Tables. Appendix 3 is now Reference documents.	Qualifications Development Manager	June 2014
2.0	Minor wording changes and clarifications throughout; resources updated; updated information and additional advice provided in Approaches to Assessment section; Combining Assessment wording removed; Appendix 1 'Contexts, topics and topic development' removed; Appendix 1 now Illustrative Language Tables; Appendix 2 now 'Reference Documents'; minor wording changes made in Illustrative Languages Tables; additional sources provided in Appendix 2.	Qualifications Manager	May 2016

© Scottish Qualifications Authority 2016

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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.

## Unit Support Notes — ESOL in Study-related Contexts (Higher)



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *ESOL in Study-related Contexts* (Higher) Unit. They are intended for practitioners who are delivering this Unit. They should be read in conjunction with:

- ◆ ESOL in Study-related Contexts (Higher) Unit Specification
- ◆ Higher ESOL Course Specification
- ◆ ESOL for Everyday Life (Higher) Unit Specification
- ◆ ESOL in Work-related Contexts (Higher) Unit Specification
- ◆ Higher ESOL Course Support Notes
- ◆ Appropriate assessment support packs and Understanding Standards materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

# General guidance on the Unit

## Aims

The general aim of this Unit is to provide learners whose first language is not English with the opportunity to develop the language skills needed in familiar and less familiar study-related contexts. Learners develop the skills of reading, writing, listening and speaking, using detailed and complex English language.

Learners who complete this Unit will be able to:

- ◆ understand detailed and complex language written in English
- ◆ produce written English using detailed and complex language
- ◆ understand detailed and complex language spoken in English
- ◆ communicate orally in English using detailed and complex language

This Unit is a mandatory Unit of the Higher ESOL Course and is also available as a free-standing Unit.

Exemplification of the standards in this Unit is given in the Understanding Standards material.

## Progression into this Unit

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

- ◆ National 5 ESOL Course or relevant component Units
- ◆ prior learning and/or accreditation of knowledge of English at Independent User level of the CEFR
- ◆ any other relevant qualification including individual Units at a different level

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher ESOL *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, practitioners are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

Completion of this Unit may provide progression to:

- ◆ other ESOL Units at Higher level
- ◆ Higher ESOL Course
- ◆ further education or training
- ◆ higher education
- ◆ employment

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to gathering assessment evidence within the *ESOL in Study-related Contexts* (Higher) Unit.

## Naturally occurring evidence

Assessment approaches should aim to help learners progress through the Unit and enable them to demonstrate their achievements in a range of ways. Practitioners should explore opportunities in the day-to-day delivery of the Unit to observe learners providing evidence which satisfies a Unit completely or partially. This is naturally occurring evidence.

## Thematic approaches

Practitioners will be aware of the opportunities to assess performance across the four skills in each Unit by adopting a themed approach such as those shown below. It is also possible to generate evidence which may satisfy the requirements of more than one Unit within a single themed programme of work.

Practitioners will use a variety of different texts in drawing up a programme of work for the Unit. The term 'text' may refer to print or electronic media.

Activities which may be included in a teaching programme for *ESOL in Study-related Contexts* are illustrated in the table below:

Reading	Writing	Listening	Speaking
For information/comprehension: <ul style="list-style-type: none"> <li>◆ identify purpose and attitude of writer</li> <li>◆ identify tone</li> <li>◆ identify register</li> <li>◆ distinguish between fact/opinion</li> <li>◆ recognise structure</li> <li>◆ identify links</li> <li>◆ make inferences</li> <li>◆ give a critical view</li> </ul>	Practise in: <ul style="list-style-type: none"> <li>◆ developing vocabulary</li> <li>◆ identifying/using correct register</li> <li>◆ discussing issue</li> <li>◆ narrating events</li> <li>◆ describing people/places/emotion</li> <li>◆ summarising events/ideas/views, etc</li> <li>◆ expanding an idea</li> <li>◆ developing an argument</li> <li>◆ structuring a piece</li> <li>◆ predicting</li> <li>◆ producing texts individually or with other</li> </ul>	<ul style="list-style-type: none"> <li>◆ listen for information</li> <li>◆ listen for new vocabulary</li> <li>◆ listen for speaker's purpose</li> <li>◆ listen for the overall gist</li> <li>◆ listen to identify tone/register/attitude/ accent</li> <li>◆ listen to take notes</li> <li>◆ listen to distinguish between fact/opinion</li> </ul>	Participate in group discussion by: <ul style="list-style-type: none"> <li>◆ offering view or opinion</li> <li>◆ supporting another view</li> <li>◆ offering counter-view</li> <li>◆ offering or requesting further information</li> <li>◆ encouraging others</li> <li>◆ reviewing or summarising</li> <li>◆ offering conclusions</li> <li>◆ delivering presentations</li> <li>◆ interviewing others</li> <li>◆ describing experience</li> <li>◆ narrating events</li> </ul>

	<ul style="list-style-type: none"> <li>◆ employing specific forms of writing</li> <li>◆ peer assessment and feedback</li> <li>◆ writing conclusions</li> <li>◆ editing and re-drafting</li> <li>◆ mastering conventions of academic presentation</li> </ul>		
--	---	--	--

### **A thematic approach to provide naturally occurring assessment evidence**

Themes should be of relevance to the needs and experiences of the learners. Teaching and learning should provide as many opportunities as possible and practical for collaborative learning. Peer- and self-assessment should feature largely. Themes may address educational issues, personal ambitions or concerns, career pathways, educational attainment, etc.

The table below illustrates how practitioners may adopt a themed approach to the planning of teaching and learning.

### **Naturally occurring evidence from themes**

<b>Theme</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
The Scottish education system. Project work.	Research a minimum of two texts outlining the Scottish education system, including websites identified by the teacher. Take notes under relevant headings.	Write a discursive essay comparing and contrasting with another education system.	In a discussion with your partner find out about another education system.	In your discussion share information about an education system you know well.
An influential person.	Read about a famous person who has influenced you in your choice of study or work.	Write an article for a blog on your chosen person and say why they have influenced you.	Answer questions on your presentation.	Deliver a presentation on your chosen person.

The needs and interests of all learners should clearly be taken into account in determining themes and topics. Learners who are already in a course of study or work-based training programmes may, for example, be motivated by

opportunities to develop their English language skills in the context of their particular occupational or general study areas.

Evidence for assessment against Unit Outcomes can be generated from each of these activities in an integrated way.

Appendix 1: Illustrative Language Tables (ILTs) 1 and 2 contains further illustrative guidance to support the development of learners' language in a systematic way in Everyday Life, Work-related and Study-related contexts.

## **Developing skills for learning, skills for life and skills for work**

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

## **Equality and inclusion**

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Illustrative Language Tables (ILTs)

This Appendix contains illustrative guidance to support the development of learners' language in a systematic way. As ESOL students have to develop both everyday language, and study/work language to access topics used in learning or employment-related contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for *ESOL for Everyday Life*, *ESOL in Work-related Contexts* and *ESOL in Study-related Contexts* is set out in two Illustrative Language Tables (ILTs): ILT1 and ILT2.

Both the ILTs offer an overview of how this language can be adjusted according to learner level to support learning. As the levels go up, there is increasing complexity of both language and cognitive skills required of the task, ranging from everyday, to work- or study-related. Taking this perspective, it also means that the skills can be taught and supported in an integrated way for practice and assessment as would happen naturally in the learning context.

**Illustrative Language Table 1 (ILT1)** shows language and skills at different ESOL levels:

- i) Work on language features can be adjusted from 'concrete' to 'abstract', and/or 'familiar' (known context) to 'unfamiliar' (unknown context), developing both everyday and subject- or context-specific language.
- ii) Language is set out at word, sentence and text/paragraph level, followed by strategies for the four skills: reading, writing, listening and speaking.

**Illustrative Language Table 2 (ILT2)** sets out integrated tasks or activities demonstrating a possible range of genres, or styles of communication, for personal, social, transactional, work- and study-related contexts

.

<b>Illustrative Language Table 1: Language and skills for Higher ESOL: Detailed and complex, familiar and less familiar.</b>	
<b>Language at word level</b>	<b>Focus on formation (root/stem/prefix/suffix); spelling; Meaning: denotation, connotation, figurative, literal; Choice: standard/dialect/colloquial/slang</b>
<b>Detailed and complex, familiar and less familiar</b>	<ul style="list-style-type: none"> <li>◆ revise and build on National 5 (if appropriate)</li> <li>◆ able to make considered choices about spelling a word; most patterns internalised</li> <li>◆ understand and use detailed and complex vocabulary and phrases for everyday use and work and study contexts, including specialised concrete and abstract words and phrases</li> <li>◆ unfamiliar words processed and understood</li> <li>◆ explore connotative meanings, multiword collocations, colloquial language/figurative and metaphorical</li> <li>◆ use analogy for explanations</li> </ul>
<b>Language at sentence level</b>	<b>Focus on word order for information focus; combining phrases to sentence structure for clarity; simple/compound/complex; standard/dialect/slang</b>
<b>Detailed and complex, familiar and less familiar</b>	<ul style="list-style-type: none"> <li>◆ convey precise information through developing control of complex subordination; the use of apposition; elision</li> <li>◆ develop control of features encountered at National 5 level and explore a wider range of simple, compound and complex sentence structures, eg nominalisation; fronted clauses; it-clefts; embedded clauses; finite and non-finite verb forms to vary sentence structure</li> <li>◆ combine clauses and phrases with finite and non-finite verb forms</li> <li>◆ explore simple, continuous, perfect, perfect continuous verb forms</li> </ul>
<b>Language and skills at text/paragraph level</b>	<b>Identify genre; model it; then scaffold learner practice in rhetorical organisation, layout and language features — linking sentences and sections of text, getting the right tone and level of formality. Use across the four skills: reading, writing, listening, speaking</b>
<b>Detailed and complex, familiar and less familiar</b>	<ul style="list-style-type: none"> <li>◆ understand and use the appropriate structure of required genre forms for study/work</li> <li>◆ build and link paragraphs to construct a coherent argument and make purpose clear to the reader: use logical and sequence markers in quite complex and detailed texts to suit purpose</li> <li>◆ produce effective openings/conclusions</li> <li>◆ engage the audience and lead through the argument</li> <li>◆ identify tone and how it is conveyed; cope with inference</li> <li>◆ cope with complex and detailed language that may be both familiar and less familiar in terms of content</li> <li>◆ summarise or expand upon information</li> </ul>

<b>Reading</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 5 if appropriate.</li> <li>✓ Explore a variety of materials of different lengths, in different written formats and genres (text types) for understanding.</li> <li>✓ Deal with abstract concepts, infer meaning, read between the lines, explore nuances of attitude and tone.</li> <li>✓ Practise looking through several texts to find relevant information (quantity of texts needs to be built up gradually).</li> <li>✓ Deduce meaning from context and use advanced dictionary or thesaurus for vocabulary development of items required to be understood deeply or used.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills and strategies from National 5 if appropriate.</li> <li>✓ Notice rhetorical patterns in other texts and write at length on a range of topics appropriate to study goal — this will include complex familiar and less familiar topics, following genre conventions and using detailed and complex language.</li> <li>✓ Refer to sources in own words and acknowledge sources in bibliography.</li> <li>✓ Engage the reader and lead through the argument — practise demonstrating attitude, justifying an opinion, explaining, comparing, etc.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills and strategies acquired at National 5 if appropriate.</li> <li>✓ Develop skills to process familiar material more quickly and to cope with some unfamiliar listening contexts.</li> <li>✓ Practise asking for clarification and repair misunderstandings.</li> <li>✓ Work on identifying main points and some relevant details.</li> <li>✓ Practise following a discussion involving a number of speakers in a range of contexts.</li> <li>✓ Work on role play and scenarios to follow 1:1 exchanges with only occasional clarification required.</li> <li>✓ Further work on a variety of accents: notice differences and similarities between own and others speaking pronunciation and styles.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills and strategies from National 5.</li> <li>✓ Communicate on a range of topics adequately for meaningful participation in a range of complex events using detailed and complex language and covering familiar and less familiar topics.</li> <li>✓ Practise managing complex 1:1, small group interactions, discussions and presentations successfully.</li> <li>✓ Pay attention to appropriate tone and style of negotiations to achieve a goal.</li> <li>✓ Use personal and impersonal styles.</li> <li>✓ Use intonation and stress at sentence level to convey more precise meaning: accept that there is an L1 accent, but ensure this does not impede understanding.</li> </ul>

**Illustrative Language Table 2:**  
**Integrated tasks for all ESOL levels: select function, and language difficulty according to level. Higher candidates should be aiming for the fourth column of language difficulty.**

**'Functions grid' shows personal, social, transactional, work and study related contexts.**

**Activities in these areas should offer receptive, investigative, and productive tasks in a range of formats for practice in preparation for assessment.**

<b>Genre: Text response</b>				
<b>function</b>	<b>personal response</b>	<b>review</b>	<b>interpretation</b>	<b>critical response</b>
<b>purpose: personal</b>	react emotionally, talk about how you feel about something, thank, praise	talk about how you felt about an event	interpret the significance of an event or object	talk about how you make a decision, decide on the pros and cons
<b>purpose: social</b>	find out how your friends feel about something	share feelings with friends about something in the past	decide how to respond to an invitation	think about how to advise a friend or how to ask a friend's advice
<b>purpose: trans-actional</b>	respond to an everyday communication	talk about how you responded to an everyday communication	consider a response to an official communication (from NHS, bank, local council etc)	consider the best approach to solving a transactional problem, viewing it from all angles
<b>purpose: work</b>	make a personal response to a work communication	talk about how you feel about a communication in the work place	consider business response	consider the pros and cons of a business decision or strategy
<b>purpose: study</b>	talk/write about your feelings in response to a text	Evaluate a literary, visual or musical text	interpret the message of a text	challenge the message of a text

<b>Genre: Stories</b>				
<b>function</b>	<b>recount</b>	<b>narrative</b>	<b>exemplum</b>	<b>anecdote</b>
<b>purpose: personal</b>	recount personal events	talk about something that happened to you with a focus on the end or outcome	judge a character or behaviour in a story	tell something about yourself with a lesson or point in it
<b>purpose: social</b>	recount events with friends	tell a story that will interest friends with a focus on the end or outcome	state likes/dislikes	tell something about a social group with a lesson or point in it
<b>purpose: transactional</b>	recount events, eg at the library	report a transactional event with a particular outcome	carry out or complete a survey	advise or warn someone by telling them an exemplary tale
<b>purpose: work</b>	recount events at work	talk about a work situation or event where a problem was resolved	complete a form	report an event with a lesson for the work situation in it
<b>purpose: study</b>	recount events; methodology	resolve a complication in an academic story; discussion of results	report an event with a lesson in it, such as an accident or a great success	use analogy to make a point
<b>Genre: Procedures</b>				
<b>functions</b>	<b>procedure</b>	<b>procedural recount</b>		
<b>purpose: personal</b>	help a family member	talk about how you helped a family member		
<b>purpose: social</b>	give directions	recommend shopping online		
<b>purpose: transactional</b>	complete forms	make phone calls/leave messages		
<b>purpose: work</b>	give instructions for procedure	talk about how something was done in the past		
<b>purpose: study</b>	detail how to do experiments/carry out observations	recount experiments and observations (methodology)		

	<b>Genre: Information reports</b>		
<b>function</b>	<b>descriptive report</b>	<b>classifying report</b>	<b>persuasive report</b>
<b>purpose: personal</b>	describe my house, an object or place	talk about things you are good at, likes and dislikes	think through pros and cons of a problem
<b>purpose: social</b>	describe a place where your family lives now or in the past	talk about group preferences and habits	persuade someone to accept an invitation, or make arrangements
<b>purpose: transactional</b>	do an internet search for something you need to buy	find out the kinds of shops, leisure facilities or schools available to you in your area	explain to a local councillor a need in your area
<b>purpose: work</b>	prepare or read applications	prepare or read CVs	explain to your boss a need for some new resource at work
<b>purpose: study</b>	classifying and describing a phenomenon	classifying and describing types of phenomenon	make a recommendation based on evidence
	<b>Genre: Explanations</b>		
<b>functions</b>	<b>sequential explanation</b>	<b>factorial explanation</b>	<b>consequential explanation</b>
<b>purpose: personal</b>	explain how to do something you often do	justifying an opinion – giving reasons (factors) for how you feel/felt	explain the effects of an event on how you feel
<b>purpose: social</b>	explain how to do something to a group	give causes or reasons for a decision to a group	give advice
<b>purpose: transactional</b>	prepare and understand procedures in social structures	explaining the thinking behind systems or procedures (finance and managing money)	recommend strategies for managing finance
<b>purpose: work</b>	prepare and understand procedures at work	explaining the thinking behind work systems or procedures	explain the thinking behind work strategies and long term goals
<b>purpose: study</b>	explain a sequence of development or procedure	explaining multiple factors that might contribute to or cause something, such as increased sales, drought	explaining multiple effects

	<b>Genre: Factual stories</b>			
<b>functions</b>	<b>autobiographical recount</b>	<b>biographical recount</b>	<b>historical recount</b>	<b>historical account</b>
<b>purpose: personal</b>	recount life events	recount life stages	recount family events in the past	explain how you learned something
<b>purpose: social</b>	talk to friends about their previous activities	tell friends about someone's life stages	recount friends, shared interests	explain how you became friends with a group
<b>purpose: transactional</b>	give a report of your medical history for the GP	report your family's medical history for your GP	recount, cultural events, celebrations, social issues	explain how the health service worked in the past
<b>purpose: work</b>	prepare a CV to a future employer	recount life stages of someone at work	recount historical events of a trade or workplace	explain how a trade or workplace expanded or declined
<b>purpose: study</b>	recount methodology	recount chronological developments	recount historical events	explain historical events
	<b>Genre/purpose: Arguments</b>			
<b>functions</b>	<b>exposition</b>	<b>discussion</b>		
<b>purpose: personal</b>	make arrangements; talk about something you would like to do	Compare items, places, events to make a choice		
<b>purpose: social</b>	enquire in order to set out a proposition that you want to take further, eg what venues are available for your planned event	find out information that will give you points for and against a social event/situation eg holiday; sharing a house		
<b>purpose: transactional</b>	make phone calls/ leave messages	plan how to discuss an ailment with a doctor		
<b>purpose: work</b>	use and understand problem-solving strategies	consider/plan how to discuss something with a work colleague or boss		
<b>purpose: study</b>	argue for a point of view	discuss two or more points of view; draw on informal or formal sources (as appropriate to learner level)		

## Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA’s website at: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).
- ◆ [Building the Curriculum 3: A framework for learning and teaching](#)
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [Principles and practice papers for curriculum areas](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)
- ◆ Common European Framework of Reference web-page: [www.coe.int/t/dg4/linguistic/Source/Framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf)
- ◆ NALDIC — NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM: [www.naldic.org.uk](http://www.naldic.org.uk)
- ◆ ESOL Scotland: [www.esolscotland.com](http://www.esolscotland.com)
- ◆ Learning in 2+Languages — Education Scotland: [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)
- ◆ NATECLA: [www.natecla.org.uk](http://www.natecla.org.uk)
- ◆ Skillswise: [www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)
- ◆ All Talk British Telecom: [www.btplc.com](http://www.btplc.com)
- ◆ TALENT (Training Adult Literacy, ESOL and Numeracy Teachers): [www.talent.ac.uk](http://www.talent.ac.uk)
- ◆ One-stop English: [www.onestopenGLISH.com](http://www.onestopenGLISH.com)
- ◆ SQA ESOL learning and teaching materials: [www.sqa.org.uk/esol](http://www.sqa.org.uk/esol)
- ◆ SQA e-learning materials: [www.sqa.org.uk/sqa/32008.html](http://www.sqa.org.uk/sqa/32008.html)
- ◆ British Council ESOL Nexus (<http://esol.britishcouncil.org/>)
- ◆ *The concept of task complexity is illustrated in the Task Complexity Quadrant developed from North American work based on the BICS/CALP distinction (Jim Cummins 1979, cited in Colin Baker The Foundations of Bilingual Education and Bilingualism, Clevedon: Multilingual Matters, 2006:181).*
- ◆ The range of genres is illustrated in the ‘Genre wheel’ set out in the Australian work done by David Rose ‘Reading Genre: a new wave of analysis.’ In *Linguistics and the Human Sciences*.2:2, 2007, 185-204.

# Administrative information

---

**Published:** May 2016 (version 2.0)

---

## History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
1.1	Clarification of example activity combining skills of reading, writing, speaking and listening. Appendix 2 is now Illustrative Language Tables. Appendix 3 is now Reference documents.	Qualifications Development Manager	June 2014
2.0	Minor wording changes and clarifications throughout; resources updated; updated information and additional advice provided in Approaches to Assessment section; Combining Assessment wording removed; Appendix 1 'Contexts, topics and topic development' removed; Appendix 1 now Illustrative Language Tables; Appendix 2 now 'Reference Documents'; minor wording changes made in Illustrative Languages Tables; additional sources provided in Appendix 2.	Qualifications Manager	May 2016

© Scottish Qualifications Authority 2016

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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.

## Unit Support Notes — ESOL in Work-related Contexts (Higher)



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *ESOL in Work-related Contexts* (Higher) Unit. They are intended for practitioners who are delivering this Unit. They should be read in conjunction with:

- ◆ ESOL in Work-related Contexts (Higher) Unit Specification
- ◆ Higher ESOL Course Specification
- ◆ ESOL for Everyday Life (Higher) Unit Specification
- ◆ ESOL in Study-related Contexts (Higher) Unit Specification
- ◆ Higher ESOL Course Support Notes
- ◆ Appropriate Unit Assessment Support packs and Understanding Standards materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

# General guidance on the Unit

## Aims

The general aim of this Unit is to provide learners whose first language is not English with the opportunity to develop the language skills needed in familiar and less familiar work-related contexts. Learners develop the skills of, reading, writing, listening and speaking using detailed and complex English language.

Learners who complete this Unit will be able to:

- ◆ understand detailed and complex language written in English
- ◆ produce written English using detailed and complex language
- ◆ understand detailed and complex language spoken in English
- ◆ communicate orally in English using detailed and complex language

This Unit is a mandatory Unit of the Higher ESOL Course and is also available as a free-standing Unit.

Exemplification of the standards in this Unit is given in the Understanding Standards material.

## Progression into this Unit

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

- ◆ National 5 ESOL Course or relevant component Units
- ◆ prior learning and/or accreditation of knowledge of English at Independent User level of the CEFR
- ◆ any other relevant qualification including individual Units at a different level

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher ESOL *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, practitioners are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

Learners may progress to:

- ◆ other ESOL Units at Higher level
- ◆ Higher ESOL Course
- ◆ further education or training
- ◆ higher education
- ◆ employment

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to gathering assessment evidence within the *ESOL in Work-related Contexts* (Higher) Unit.

## Naturally occurring evidence

Assessment approaches should aim to help learners progress through the Unit and enable them to demonstrate their achievements in a range of ways. Practitioners should explore opportunities in the day-to-day delivery of the Unit to observe learners providing evidence which satisfies a Unit completely or partially. This is naturally occurring evidence.

## Thematic approaches

Practitioners will be aware of the opportunities to assess performance across the four skills in each Unit by adopting a themed approach such as those shown below. It is also possible to generate evidence which may satisfy the requirements of more than one Unit within a single themed programme of work.

Practitioners will use a variety of different texts in drawing up a programme of work for the Unit. The term 'text' may refer to print or electronic media.

Activities which may be included in a teaching programme for *ESOL in Work-related Contexts* are illustrated in the table below:

Reading	Writing	Listening	Speaking
For information/comprehension:  ◆ identify purpose and attitude of writer ◆ identify tone ◆ identify register ◆ distinguish between fact/opinion ◆ recognise structure ◆ identify links ◆ make inferences ◆ give a critical view	◆ employ the appropriate language, form and style ◆ structure writing appropriately ◆ show awareness of purpose and audience ◆ summarise the ideas in reports, e-mails, etc ◆ write concisely ◆ reach conclusion ◆ write personal statements ◆ identify learner's strengths and match them to demands of post ◆ outline previous experiences in work	◆ listen for information ◆ listen for new vocabulary ◆ listen for speaker's purpose ◆ listen for the overall gist ◆ listen to identify tone/register/attitude/accent ◆ listen to take notes ◆ listen to distinguish between fact/opinion ◆ listen to follow instructions	◆ participate and contribute in a meeting ◆ recognise roles within a meeting ◆ deliver presentations ◆ give reports ◆ give instructions ◆ explain processes ◆ phone others ◆ discuss demands of various activities ◆ identify your strengths/experiences and relate to eligibility for jobs

### **A thematic approach to providing naturally occurring assessment evidence**

Themes used should be relevant to the needs and experiences of the learner. Teaching and learning approaches chosen should provide as many opportunities as possible and practical to allow learners to work collaboratively. Peer- and self-assessment should feature largely. Themes may address employment issues, personal skills and strengths, demands of various occupations and suitability of learners to these, or local businesses and their concerns.

The needs and interests of all learners should clearly be taken into account in determining themes and topics. Learners who are already in employment or work-based training programmes may, for example, be motivated by opportunities to develop their English language skills in the context of their particular occupational area.

The table below illustrates how practitioners may adopt a themed approach to planning teaching, learning and evidence generation.

#### **Naturally occurring evidence from themes**

<b>Theme/ activity</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>
Changes at work. Project work.	Read minutes of a business meeting(s) and extract issues in the workplace. Create a survey/questionnaire.	Write a report for your manager on the survey results and make recommendations.	Make a note of the responses to your survey/questionnaire.	Carry out your survey/questionnaire on at least 5 people. Discuss your findings.
Personal statement and job interview	Read and make notes on the information you have from the application pack for your chosen job.	Write your personal statement, outlining why you feel suited to the post; re-draft following feedback	Listen to an interviewer's questions and respond appropriately.	Give detailed responses in an interview.

Evidence for assessment against Unit Outcomes can be generated from each of these activities in an integrated way.

Appendix 1: Illustrative Language Tables (ILTs) 1 and 2 contains further illustrative guidance to support the development of learners' language in a systematic way in everyday life, work-related and study-related contexts.

## **Developing skills for learning, skills for life and skills for work**

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

# Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Illustrative Language Tables (ILTs)

This Appendix contains illustrative guidance to support the development of learners' language in a systematic way. As ESOL students have to develop both everyday language, and study/work language to access topics used in learning or employment-related contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for *ESOL for Everyday Life*, *ESOL in Work-related Contexts* and *ESOL in Study-related Contexts* is set out in two Illustrative Language Tables (ILTs) ILT1 and ILT2.

Both the ILTs offer an overview of how this language can be adjusted according to learner level to support learning. As the levels go up, there is increasing complexity of both language and cognitive skills required of the task, ranging from everyday, to work- or study-related. Taking this perspective, it also means that the skills can be taught and supported in an integrated way for practice and assessment as would happen naturally in the learning context.

**Illustrative Language Table 1 (ILT1)** shows language and skills at different ESOL levels:

- i) Work on language features can be adjusted from 'concrete' to 'abstract', 'familiar' (known context) to 'unfamiliar' (unknown context), developing both everyday and subject or context specific language.
- ii) Language is set out at word, sentence and text/paragraph level, followed by strategies for the four skills: reading, writing, listening and speaking.

**Illustrative Language Table 2 (ILT2)** sets out integrated tasks or activities demonstrating a possible range of genres, or styles of communication, for personal, social, transactional, work and study related contexts.

<b>Illustrative Language Table 1: Language and skills for Higher ESOL: Detailed and complex, familiar and less familiar.</b>	
<b>Language at word level</b>	<b>Focus on formation (root/stem/prefix/suffix); spelling; Meaning: denotation, connotation, figurative, literal; Choice: standard/dialect/colloquial/slang</b>
<b>Detailed and complex, familiar and less familiar</b>	<ul style="list-style-type: none"> <li>◆ revise and build on National 5 (if appropriate)</li> <li>◆ able to make considered choices about spelling a word; most patterns internalised</li> <li>◆ understand and use detailed and complex vocabulary and phrases for everyday use and work and study contexts, including specialised concrete and abstract words and phrases</li> <li>◆ unfamiliar words processed and understood</li> <li>◆ explore connotative meanings, multiword collocations, colloquial language/figurative and metaphorical</li> <li>◆ use analogy for explanations</li> </ul>
<b>Language at sentence level</b>	<b>Focus on word order for information focus; combining phrases to sentence structure for clarity; simple/compound/complex; standard/dialect/slang</b>
<b>Detailed and complex, familiar and less familiar</b>	<ul style="list-style-type: none"> <li>◆ convey precise information through developing control of complex subordination; the use of apposition; elision</li> <li>◆ develop control of features encountered at National 5 level and explore a wider range of simple, compound and complex sentence structures, eg nominalisation; fronted clauses; it-clefts; embedded clauses; finite and non-finite verb forms to vary sentence structure</li> <li>◆ combine clauses and phrases with finite and non-finite verb forms</li> <li>◆ explore simple, continuous, perfect, perfect continuous verb forms</li> </ul>
<b>Language and skills at text/paragraph level</b>	<b>Identify genre; model it; then scaffold learner practice in rhetorical organisation, layout and language features — linking sentences and sections of text, getting the right tone and level of formality. Use across the four skills: reading, writing, listening, speaking</b>
<b>Detailed and complex, familiar and less familiar</b>	<ul style="list-style-type: none"> <li>◆ understand and use the appropriate structure of required genre forms for study/work</li> <li>◆ build and link paragraphs to construct a coherent argument and make purpose clear to the reader: use logical and sequence markers in quite complex and detailed texts to suit purpose</li> <li>◆ produce effective openings/conclusions</li> <li>◆ engage the audience and lead through the argument</li> <li>◆ identify tone and how it is conveyed; cope with inference</li> <li>◆ cope with complex and detailed language that may be both familiar and less familiar in terms of content</li> <li>◆ summarise or expand upon information</li> </ul>

<b>Reading</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 5 if appropriate.</li> <li>✓ Explore a variety of materials of different lengths, in different written formats and genres (text types) for understanding.</li> <li>✓ Deal with abstract concepts, infer meaning, read between the lines, explore nuances of attitude and tone.</li> <li>✓ Practise looking through several texts to find relevant information (quantity of texts needs to be built up gradually).</li> <li>✓ Deduce meaning from context and use advanced dictionary or thesaurus for vocabulary development of items required to be understood deeply or used.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills and strategies from National 5 if appropriate.</li> <li>✓ Notice rhetorical patterns in other texts and write at length on a range of topics appropriate to study goal — this will include complex familiar and less familiar topics, following genre conventions and using detailed and complex language.</li> <li>✓ Refer to sources in own words and acknowledge sources in bibliography.</li> <li>✓ Engage the reader and lead through the argument — practise demonstrating attitude, justifying an opinion, explaining, comparing, etc.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills and strategies acquired at National 5 if appropriate.</li> <li>✓ Develop skills to process familiar material more quickly and to cope with some unfamiliar listening contexts.</li> <li>✓ Practise asking for clarification and repair misunderstandings.</li> <li>✓ Work on identifying main points and some relevant details.</li> <li>✓ Practise following a discussion involving a number of speakers in a range of contexts.</li> <li>✓ Work on role play and scenarios to follow 1:1 exchanges with only occasional clarification required.</li> <li>✓ Further work on a variety of accents: notice differences and similarities between own and others speaking pronunciation and styles.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>✓ Build on and develop skills and strategies from National 5.</li> <li>✓ Communicate on a range of topics adequately for meaningful participation in a range of complex events using detailed and complex language and covering familiar and less familiar topics.</li> <li>✓ Practise managing complex 1:1, small group interactions, discussions and presentations successfully.</li> <li>✓ Pay attention to appropriate tone and style of negotiations to achieve a goal.</li> <li>✓ Use personal and impersonal styles.</li> <li>✓ Use intonation and stress at sentence level to convey more precise meaning: accept that there is an L1 accent, but ensure this does not impede understanding.</li> </ul>

**Illustrative Language Table 2:**  
**Integrated tasks for all ESOL levels: select function, and language difficulty according to level. Higher candidates should be aiming for the fourth column of language difficulty.**

**'Functions grid' shows personal, social, transactional, work and study related contexts.**

**Activities in these areas should offer receptive, investigative, and productive tasks in a range of formats for practice in preparation for assessment.**

<b>Genre: Text response</b>				
<b>function</b>	<b>personal response</b>	<b>review</b>	<b>interpretation</b>	<b>critical response</b>
<b>purpose: personal</b>	react emotionally, talk about how you feel about something, thank, praise	talk about how you felt about an event	interpret the significance of an event or object	talk about how you make a decision, decide on the pros and cons
<b>purpose: social</b>	find out how your friends feel about something	share feelings with friends about something in the past	decide how to respond to an invitation	think about how to advise a friend or how to ask a friend's advice
<b>purpose: trans-actional</b>	respond to an everyday communication	talk about how you responded to an everyday communication	consider a response to an official communication (from NHS, bank, local council etc)	consider the best approach to solving a transactional problem, viewing it from all angles
<b>purpose: work</b>	make a personal response to a work communication	talk about how you feel about a communication in the work place	consider business response	consider the pros and cons of a business decision or strategy
<b>purpose: study</b>	talk/write about your feelings in response to a text	Evaluate a literary, visual or musical text	interpret the message of a text	challenge the message of a text

<b>Genre: Stories</b>				
<b>function</b>	<b>recount</b>	<b>narrative</b>	<b>exemplum</b>	<b>anecdote</b>
<b>purpose: personal</b>	recount personal events	talk about something that happened to you with a focus on the end or outcome	judge a character or behaviour in a story	tell something about yourself with a lesson or point in it
<b>purpose: social</b>	recount events with friends	tell a story that will interest friends with a focus on the end or outcome	state likes/dislikes	tell something about a social group with a lesson or point in it
<b>purpose: transactional</b>	recount events, eg at the library	report a transactional event with a particular outcome	carry out or complete a survey	advise or warn someone by telling them an exemplary tale
<b>purpose: work</b>	recount events at work	talk about a work situation or event where a problem was resolved	complete a form	report an event with a lesson for the work situation in it
<b>purpose: study</b>	recount events; methodology	resolve a complication in an academic story; discussion of results	report an event with a lesson in it, such as an accident or a great success	use analogy to make a point
<b>Genre: Procedures</b>				
<b>functions</b>	<b>procedure</b>	<b>procedural recount</b>		
<b>purpose: personal</b>	help a family member	talk about how you helped a family member		
<b>purpose: social</b>	give directions	recommend shopping online		
<b>purpose: transactional</b>	complete forms	make phone calls/leave messages		
<b>purpose: work</b>	give instructions for procedure	talk about how something was done in the past		
<b>purpose: study</b>	detail how to do experiments/carry out observations	recount experiments and observations (methodology)		

	<b>Genre: Information reports</b>		
<b>function</b>	<b>descriptive report</b>	<b>classifying report</b>	<b>persuasive report</b>
<b>purpose: personal</b>	describe my house, an object or place	talk about things you are good at, likes and dislikes	think through pros and cons of a problem
<b>purpose: social</b>	describe a place where your family lives now or in the past	Talk about group preferences and habits	persuade someone to accept an invitation, or make arrangements
<b>purpose: transactional</b>	do an internet search for something you need to buy	find out the kinds of shops, leisure facilities or schools available to you in your area	explain to a local councillor a need in your area
<b>purpose: work</b>	prepare or read applications	prepare or read CVs	explain to your boss a need for some new resource at work
<b>purpose: study</b>	classifying and describing a phenomenon	classifying and describing types of phenomenon	make a recommendation based on evidence
	<b>Genre: Explanations</b>		
<b>functions</b>	<b>sequential explanation</b>	<b>factorial explanation</b>	<b>consequential explanation</b>
<b>purpose: personal</b>	explain how to do something you often do	justifying an opinion — giving reasons (factors) for how you feel/felt	explain the effects of an event on how you feel
<b>purpose: social</b>	explain how to do something to a group	give causes or reasons for a decision to a group	give advice
<b>purpose: transactional</b>	prepare and understand procedures in social structures	explaining the thinking behind systems or procedures (finance and managing money)	recommend strategies for managing finance
<b>purpose: work</b>	prepare and understand procedures at work	explaining the thinking behind work systems or procedures	explain the thinking behind work strategies and long term goals
<b>purpose: study</b>	explain a sequence of development or procedure	explaining multiple factors that might contribute to or cause something, such as increased sales, drought	explaining multiple effects

	<b>Genre: Factual stories</b>			
<b>functions</b>	<b>autobiographical recount</b>	<b>biographical recount</b>	<b>historical recount</b>	<b>historical account</b>
<b>purpose: personal</b>	recount life events	recount life stages	recount family events in the past	explain how you learned something
<b>purpose: social</b>	talk to friends about their previous activities	tell friends about someone's life stages	recount friends, shared interests	explain how you became friends with a group
<b>purpose: transactional</b>	give a report of your medical history for the GP	report your family's medical history for your GP	recount, cultural events, celebrations, social issues	explain how the health service worked in the past
<b>purpose: work</b>	prepare a CV to a future employer	recount life stages of someone at work	recount historical events of a trade or workplace	explain how a trade or workplace expanded or declined
<b>purpose: study</b>	recount methodology	recount chronological developments	recount historical events	explain historical events
	<b>Genre/purpose: Arguments</b>			
<b>functions</b>	<b>exposition</b>		<b>discussion</b>	
<b>purpose: personal</b>	make arrangements; talk about something you would like to do		Compare items, places, events to make a choice	
<b>purpose: social</b>	enquire in order to set out a proposition that you want to take further, eg what venues are available for your planned event		find out information that will give you points for and against a social event/situation eg holiday; sharing a house	
<b>purpose: transactional</b>	make phone calls/ leave messages		plan how to discuss an ailment with a doctor	
<b>purpose: work</b>	use and understand problem-solving strategies		consider/plan how to discuss something with a work colleague or boss	
<b>purpose: study</b>	argue for a point of view		discuss two or more points of view; draw on informal or formal sources (as appropriate to learner level)	

## Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA’s website at: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).
- ◆ [Building the Curriculum 3: A framework for learning and teaching](#)
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [Principles and practice papers for curriculum areas](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)
- ◆ Common European Framework of Reference web-page: [www.coe.int/t/dg4/linguistic/Source/Framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf)
- ◆ NALDIC — NATIONAL ASSOCIATION FOR LANGUAGE DEVELOPMENT IN THE CURRICULUM: [www.naldic.org.uk](http://www.naldic.org.uk)
- ◆ ESOL Scotland: [www.esolscotland.com](http://www.esolscotland.com)
- ◆ Learning in 2+Languages — Education Scotland: [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)
- ◆ NATECLA: [www.natecla.org.uk](http://www.natecla.org.uk)
- ◆ Skillswise: [www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)
- ◆ All Talk British Telecom: [www.btplc.com](http://www.btplc.com)
- ◆ TALENT (Training Adult Literacy, ESOL and Numeracy Teachers): [www.talent.ac.uk](http://www.talent.ac.uk)
- ◆ One-stop English: [www.onestopenGLISH.com](http://www.onestopenGLISH.com)
- ◆ SQA ESOL learning and teaching materials: [www.sqa.org.uk/esol](http://www.sqa.org.uk/esol)
- ◆ SQA e-learning materials: [www.sqa.org.uk/sqa/32008.html](http://www.sqa.org.uk/sqa/32008.html)
- ◆ British Council ESOL Nexus (<http://esol.britishcouncil.org/>)
- ◆ *The concept of task complexity is illustrated in the Task Complexity Quadrant developed from North American work based on the BICS/CALP distinction (Jim Cummins 1979, cited in Colin Baker The Foundations of Bilingual Education and Bilingualism, Clevedon: Multilingual Matters, 2006:181).*
- ◆ The range of genres is illustrated in the ‘Genre wheel’ set out in the Australian work done by David Rose ‘Reading Genre: a new wave of analysis.’ In *Linguistics and the Human Sciences*.2:2, 2007, 185-204.

# Administrative information

---

**Published:** May 2016 (version 2.0)

---

## History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
1.1	Minor textual revision in Approaches to Learning Teaching and Assessment. Clarification of example activity combining reading, writing, speaking and listening. Appendix 2 is now Illustrative Language Tables. Appendix 3 is now Reference documents.	Qualifications Development Manager	June 2014
2.0	Minor wording changes and clarifications throughout; resources updated; updated information and additional advice provided in Approaches to Assessment section; Combining Assessment wording removed; Appendix 1 'Contexts, topics and topic development' removed; Appendix 1 now Illustrative Language Tables; Appendix 2 now 'Reference Documents'; minor wording changes made in Illustrative Languages Tables; additional sources provided in Appendix 2.	Qualifications Manager	May 2016

© Scottish Qualifications Authority 2016

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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.