

## National 5 ESOL Course Support Notes



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

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 5 ESOL Course. They are intended for 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 to 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 National 5 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 4 ESOL Course or relevant component Units
- ◆ prior learning and/or accreditation of knowledge of English at Basic User level of the CEFR
- ◆ any other relevant qualification 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 National 5 ESOL *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

- ◆ reading, writing, listening, and speaking skills in English in the familiar contexts of everyday life, work and study
- ◆ knowledge and understanding required to understand and use detailed English language, as appropriate to purpose, audience and context

## Progression from this Course

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

- ◆ Higher ESOL or any relevant component Units
- ◆ 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 National 5 ESOL Course forms a hierarchy with the ESOL Courses at National 3, National 4 and Higher. The Courses at National 3, National 4, and 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: *ESOL for Everyday Life* and *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<br><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 National 5 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 National 5 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 should 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 which 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.

### **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 a knowledge of the structure of the English language and how it relates to their own language(s)
- ◆ raise their awareness of other 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, discuss tasks with peers before completion, and write notes and first-draft written pieces. In any class activity, learners will use more than one mode of English to produce evidence, and practitioners will be aware of this and actively encourage it.

Assessment approaches should aim to help learners to progress through the Course at their own pace and enable them to demonstrate their achievements in a range 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 ESOL Course requires learners to show, by providing evidence in a variety of ways, that they can understand and use the language. In both component Units of the Course, learners will be engaged in activities which involve speaking to others, listening to others, reading and writing.

The National 5 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 for each Unit to consolidate the teaching and learning experienced in the previous Unit/Units. 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.

## Combining assessment across Units

In the mandatory Units — *ESOL in Context* and *ESOL for Everyday Life* — 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

Discuss topical work/study issues with a partner, giving your personal opinion and responding to your partner's comments. Issues for discussion could include, for example, the use of search engines to find information. A task such as this could meet the Outcomes/Assessment Standards for both Units as it covers personal, social, work or study contexts.

### Writing example

Write an e-mail comparing and contrasting student life in another country with that in the UK. Learners give their personal opinion and include their own experiences where relevant. Again in this activity personal, 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; free up time to focus on learning and additional Course content, which can include external visits and guest speakers on relevant topics, and increase 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.

## 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, learners should be given opportunities to practise activities similar to what is expected in the external Course assessment. For example, centres could develop similar writing activities from the contexts of everyday life, work or study. Listening and reading activities similar to those in the Course assessment should also be developed and practised. Time should also be used to prepare for the speaking and listening performance.

### Course Assessment

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

There will be an element of predictability in writing assessments so learners could practise by responding to an unseen task.

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

- ◆ using spoken language in a natural, spontaneous conversation
- ◆ listening to other people speaking and responding appropriately
- ◆ using coping strategies to maintain interaction

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.

### **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.

Some suggested learning and teaching contexts are shown below:

| <b>Type of interaction</b> | <b>Suggested context for listening and speaking</b>      |
|----------------------------|--|
| An interview               | role play of a job or work experience interview          |
| A dialogue                 | conversation about film/book recommendations             |
| Group discussion           | discussion about learner's work or educational ambitions |

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

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.

What a learner says within an interaction can provide evidence of speaking and listening. This is because the learner can show he or she has understood the content, language and structure of what has been said within his or her responses. Using a checklist will support practitioners in assessing which Assessment Standards have been met.

# 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>   |
|--|---|
| <p><b>1 Literacy</b><br/> <b>1.1 Reading</b><br/> <b>1.2 Listening and talking</b><br/> <b>1.3 Writing</b></p>   | <p>Literacy in English is essentially what the ESOL Course at National 5 is about. Throughout the learning and assessment, learners will develop their skills in reading, writing, listening and speaking in an integrated way.</p>   |
| <p><b>4.6 Citizenship</b><br/>           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.</p> | <p>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 other cultures and communities. This could include developing understanding of Scotland as a multi-cultural and multi-lingual country.</p> |
| <p><b>5.3 Applying</b><br/>           Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p>  | <p>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.</p>   |

The Course materials used in the classroom 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 employability, and allow them to develop skills required of good citizens living in Scotland or other English-speaking countries.

# 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 school/college/work language to access topics used in study and/or work contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for ESOL for Everyday Life and ESOL in Context 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 is graded 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: Listening, Reading; Speaking, Writing.

**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:<br/>Language and skills for National 5: Detailed / familiar</b> |  |
|---|--|
| <b>Language at Word level</b>   | <b>Focus on formation (root/stem/prefix/suffix); spelling;<br/>Meaning: denotation, connotation, figurative, literal;<br/>Choice: standard/dialect/colloquial/slang</b>  |
| <b>National 5<br/>Detailed/<br/>familiar</b>  | <ul style="list-style-type: none"> <li>◆ revise and build on National 4: encounter and practise general vocabulary</li> <li>◆ spelling more complex words; explore how to work out meaning from parts of the word</li> <li>◆ more specific determiners: some/any/no/none</li> <li>◆ intensifiers/indications of certainty</li> <li>◆ specialised words more systematically encountered and used</li> <li>◆ make considered word choice related to register and communication purpose; register used appropriately within the context. Euphemisms, colloquial expressions, slang</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.<br/>Standard / dialect / slang</b>   |
| <b>National 5<br/>Detailed /<br/>familiar</b>   | <ul style="list-style-type: none"> <li>◆ build detailed sentences with expanded phrases</li> <li>◆ use some abstract noun phrases ; nominalisation of the verb phrase, ie 'behave' to 'behaviour'</li> <li>◆ revise and develop features encountered at National 4 and explore detailed pre and post modification in both noun and verb phrases to make meaning more specific; practise more complex hypotheses using modals. Choose passive for stylistic effect: inclusion or not of agent</li> <li>◆ identify concepts with more sophisticated use of determiners; compounds of some, any, no, every; zero article for generalisations; quantifiers and intensifiers</li> <li>◆ more detailed use of connective adverbs: indicating addition, opposition, reinforcing, explaining, listing, indicating result, indicating time</li> </ul> |
| <b>Language and skills at Text/<br/>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.<br/>Use across the four skills: listening, reading, speaking, writing.</b>   |
| <b>National 5<br/>Detailed/<br/>familiar</b>  | <ul style="list-style-type: none"> <li>◆ understand and use both layout and organisation of detailed and/or familiar abstract text and talk appropriate to purpose</li> <li>◆ develop sections and paragraphs to form a coherent whole, making it clear for the reader</li> <li>◆ explore genres, including tasks requiring detailed and familiar abstract language</li> <li>◆ express opinions and support (with detail and justification) a point of view</li> <li>◆ report evidence to support statements</li> <li>◆ apply organisers such as chronological sequence; general to specific; one approach, another approach; cause effect; problem solving</li> <li>◆ use evaluation and associated verb forms</li> <li>◆ generalise</li> <li>◆ summarise</li> </ul>  |

|                  |  |
|------------------|--|
| <b>Listening</b> | <ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 4. Identify purpose and genre of monologue, dialogue and group interactions of detailed but familiar events.</li> <li>✓ Deduce meaning of unknown words and phrases when given enough time.</li> <li>✓ Interpret attitudes and infer meaning. Distinguish facts from opinion. Listen critically and identify purpose of event: persuade, inform, entertain etc.</li> <li>✓ Explore listening to a variety of formats (audio, radio, film, TV) to practice notetaking, summarising, matching spoken information to written texts.</li> <li>✓ Paraphrase information for purpose. Extract information to complete graphs, tables, grids, find out times, distances, number and size.</li> <li>✓ Further work on a variety of accents.</li> </ul>  |
| <b>Reading</b>   | <ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 4.</li> <li>✓ Explore different text structures to learn how to read and follow an argument using rhetorical organisation in detailed factual texts.</li> <li>✓ Practice note taking from a limited number of different types of written text. Paraphrase information for reading purpose.</li> <li>✓ Read critically to distinguish main points from detail and fact from fiction. Critically analyse/review/infer from/interpret information.</li> <li>✓ Extract information to complete tables, graphs, grids.</li> <li>✓ Read between the lines, infer meaning, read attitude from detailed texts.</li> <li>✓ Research topics from several sources and use the information to produce longer presentations and written texts in groups and solo.</li> </ul>   |
| <b>Speaking</b>  | <ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 4.</li> <li>✓ Work on maintaining a good flow of speech, attempting both simple and detailed structures. Work on word stress for less familiar key words.</li> <li>✓ Self-monitor pronunciation and self-correct to ensure intelligibility.</li> <li>✓ Work independently, using variety of media to interact with others in institutional settings (education or work establishments). Practise interview skills.</li> <li>✓ Make presentations: structure information to suit purpose: summarise, contrast.</li> <li>✓ Make use of accepted genre conventions for more detailed interactions such as advising, persuading, convincing, complaining, expressing regret.</li> <li>✓ Participate in 1:1 and group discussions; chair a meeting; agree, disagree appropriately; change the subject; record and analyse interactions.</li> </ul> |
| <b>Writing</b>   | <ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 4 to manage punctuation and sentence structure of detailed language.</li> <li>✓ Explore more complex genres relevant to everyday, work or study context: notices, memos, minutes, reports, procedures, explanations, contracts, CVs, letters of application.</li> <li>✓ Notice and practice the way writer's attitude is expressed.</li> <li>✓ Research familiar and more complex topics, take notes and practise summarising to use information in assignments or tasks.</li> <li>✓ Develop an argument: classify, categorise, describe processes, objects, and location, simple data description, explain procedure, compare, contrast, evaluate, recommend.</li> </ul>   |

| <b>Illustrative Language Table 2:<br/>Integrated tasks for all ESOL levels: select function, and language difficulty according to level. National 5 candidates should be working towards the third column.</b> |   |   |  |   |
|--|---|---|--|---|
|  | <b>Genre/purpose: Text response</b>   |   |  |   |
| <b>contexts</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 (eg local area), 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 (eg where to live)        |
| <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 responses  | 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                                      | discuss a literary, visual or musical text                      | interpret the message of a text  | challenge the message of a text   |

| <b>Genre/purpose: Stories</b>       |  |  |   |  |
|-------------------------------------|--|--|---|--|
| <b>contexts</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: trans-<br/>actional</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/purpose: Procedures</b>    |  |  |   |  |
| <b>contexts</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; organise an activity/event; talk about how you would like to do something | 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/purpose: Information reports</b>                   |  |   |
|--------------------------------|---|--|---|
| <b>contexts</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: trans-actional</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>          | classify and describe a phenomenon                          | classify and describe types of phenomenon  | make a recommendation based on evidence                         |
|                                | <b>Genre/purpose: Explanations</b>                          |  |   |
| <b>contexts</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                    | justify 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: trans-actional</b> | prepare and understand procedures in social structures      | explain the thinking behind systems or procedures (eg finance and managing money)                      | recommend strategies for managing finance                       |
| <b>purpose: work</b>           | prepare and understand procedures at work                   | explain 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              | explain multiple factors that might contribute to or cause something, such as increased sales, drought | explain multiple effects  |

| <b>Genre/purpose: Factual stories</b> |  |   |  |   |
|---------------------------------------|--|---|--|---|
| <b>contexts</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: trans-<br/>actional</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>contexts</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 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\*](#)
- ◆ [\*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\*](#)
- ◆ 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)
- ◆ TALENT (Training Adult Literacy, ESOL and Numeracy Teachers): [www.talent.ac.uk](http://www.talent.ac.uk)
- ◆ One-stop English: [www.onestopenenglish.com](http://www.onestopenenglish.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

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## History of changes to Course Support Notes

| Version | Description of change   | Authorised by          | Date           |
|---------|---|------------------------|----------------|
| 1.1     | Wording change from 'explaining' to 'identifying' in table on page 11.  | Qualifications Manager | September 2015 |
| 2.0     | Minor wording changes throughout; information updated in 'General Guidance on the Unit'; in 'Approaches to Learning and Teaching' section wording removed and more specific advice provided in Themes table, advice on Combining Assessment updated; Appendix 1: Contexts, topics and topic development removed and replaced by Appendix 1: Illustrative Language Tables (ILTs); additional sources provided in Appendix 2. | Qualifications Manager | May 2016       |
|         |   |                        |                |
|         |   |                        |                |

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

## Unit Support Notes — ESOL for Everyday Life (National 5)



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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* (National 5). They are intended for practitioners who are delivering this Unit. They should be read in conjunction with:

- ◆ *ESOL for Everyday Life (National 5) Unit Specification*
- ◆ *ESOL in Context (National 5) Unit Specification*
- ◆ *National 5 ESOL Course Specification*
- ◆ *National 5 ESOL Course Assessment Specification*
- ◆ *National 5 ESOL Course Support Notes*
- ◆ *Appropriate Unit Assessment Support packs and Understanding Standards materials.*

# General guidance on the Unit

## Aims

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

Learners who complete this Unit will be able to:

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

This Unit is a mandatory Unit of the National 5 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 and knowledge required by one or more of the following or by equivalent qualifications and/or experience of the following learning and/or qualifications:

- ◆ National 4 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 National 5 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 National 5 level
- ◆ Higher ESOL or any relevant component Units
- ◆ further education or training
- ◆ employment

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment within the *ESOL for Everyday Life* (National 5) Unit.

## **Naturally occurring evidence**

Assessment approaches should aim to help learners to progress through the Unit at their own pace and to enable them to demonstrate their achievements in a range 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, Outcomes. This is naturally occurring evidence.

Some guidance on each of the four skill areas to be assessed is outlined below.

## **Outcome 1: Reading**

Learners need to gain experience with a range of personal, social and transactional texts as well as the question types that will be used to assess their reading ability.

### **Text types could include:**

- ◆ magazine articles
- ◆ newspaper articles
- ◆ letters
- ◆ e-mails
- ◆ blogs
- ◆ websites
- ◆ biographies
- ◆ leaflets
- ◆ advertisements
- ◆ public notices

### **Question types**

Learners should be given plenty of practice in question types throughout the Course:

- ◆ multiple choice
- ◆ sentence completion
- ◆ short answer questions

## **Outcome 2: Writing**

Writing tasks should be realistic within the context.

Activities could be:

- ◆ writing personal letters to friends
- ◆ writing a letter requesting information
- ◆ writing a letter of complaint
- ◆ writing personal e-mails
- ◆ writing an article

## **Outcome 3: Listening**

Learners should gain experience listening to a wide range of different voices and accents, both live and recorded. They also need practice in the various question types which will be used to assess listening ability.

Text types could include:

- ◆ radio programmes
- ◆ TV programmes
- ◆ podcasts
- ◆ film
- ◆ group discussions in various contexts
- ◆ one-to-one conversations in a variety of situations

## **Question types**

Learners should be given practice in all question types throughout the Course:

- ◆ multiple choice
- ◆ sentence completion
- ◆ short answer questions

## **Outcome 4: Speaking**

Learners will need practice in various types of interaction, as described below. They should be encouraged to record each other and reflect on their own and other's performances throughout the Course:

- ◆ one-to-one conversations
- ◆ group/paired discussions
- ◆ role play in transactional contexts
- ◆ presentations/speaking opportunities

## **Approaches to assessment: *ESOL for Everyday Life***

There are various approaches that can be taken with regard to assessment for this Unit and often it will depend on the teacher/lecturer, the learners themselves and whether or not the learners are doing the Unit separately or the complete Course.

### **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>Crime</b>  | Read a text about a recent crime (eg vandalism) and take notes. | Use notes to write an e-mail to your town council about the problem. | Listen to two councillors discussing the problem. Take notes.                                   | Have a discussion with your partner about this problem.                  |
| <b>Personal image</b><br>Project work.<br>Choose a topic, for example tattoos or body piercing. Find material from the library, web or texts. | Research topic, take notes and acknowledge sources.             | Write an article for a college newsletter/blog on the topic.         | Watch an interview with a famous person discussing the topic. Note answers and views expressed. | Have a group discussion on the topic and acknowledge different opinions. |

## **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*.

## **Combining assessment across Units**

It may be possible to combine the assessments for *ESOL for Everyday Life* with the assessments for *ESOL in Context*, thus reducing assessment.

# 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 where 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 school/college/work language to access topics used in study and/or work contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for ESOL for Everyday Life and ESOL in Context 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 is graded 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: Listening, Reading; Speaking, Writing.

**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:<br/>Language and skills for National 5: Detailed / familiar</b> |  |
|---|--|
| <b>Language at Word level</b>   | <b>Focus on formation (root/stem/prefix/suffix); spelling;<br/>Meaning: denotation, connotation, figurative, literal;<br/>Choice: standard/dialect/colloquial/slang</b>  |
| <b>National 5<br/>Detailed/<br/>familiar</b>  | <ul style="list-style-type: none"> <li>◆ revise and build on National 4: encounter and practise general vocabulary</li> <li>◆ spelling more complex words; explore how to work out meaning from parts of the word</li> <li>◆ more specific determiners: some/any/no/none</li> <li>◆ intensifiers/indications of certainty</li> <li>◆ specialised words more systematically encountered and used</li> <li>◆ make considered word choice related to register and communication purpose; register used appropriately within the context. Euphemisms, colloquial expressions, slang</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.<br/>Standard / dialect / slang</b>   |
| <b>National 5<br/>Detailed /<br/>familiar</b>   | <ul style="list-style-type: none"> <li>◆ build detailed sentences with expanded phrases</li> <li>◆ use some abstract noun phrases ; nominalisation of the verb phrase, ie 'behave' to 'behaviour'</li> <li>◆ revise and develop features encountered at National 4 and explore detailed pre and post modification in both noun and verb phrases to make meaning more specific; practise more complex hypotheses using modals. Choose passive for stylistic effect: inclusion or not of agent</li> <li>◆ identify concepts with more sophisticated use of determiners; compounds of some, any, no, every; zero article for generalisations; quantifiers and intensifiers</li> <li>◆ more detailed use of connective adverbs: indicating addition, opposition, reinforcing, explaining, listing, indicating result, indicating time</li> </ul> |
| <b>Language and skills at Text/<br/>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.<br/>Use across the four skills: listening, reading, speaking, writing</b>  |
| <b>National 5<br/>Detailed/<br/>familiar</b>  | <ul style="list-style-type: none"> <li>◆ understand and use both layout and organisation of detailed and/or familiar abstract text and talk appropriate to purpose</li> <li>◆ develop sections and paragraphs to form a coherent whole, making it clear for the reader</li> <li>◆ explore genres, including tasks requiring detailed and familiar abstract language</li> <li>◆ express opinions and support (with detail and justification) a point of view</li> <li>◆ report evidence to support statements</li> <li>◆ apply organisers such as chronological sequence; general to specific; one approach, another approach; cause effect; problem solving</li> <li>◆ use evaluation and associated verb forms</li> <li>◆ generalise</li> <li>◆ summarise</li> </ul>  |

|                  |  |
|------------------|--|
| <b>Listening</b> | <ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 4. Identify purpose and genre of monologue, dialogue and group interactions of detailed but familiar events.</li> <li>✓ Deduce meaning of unknown words and phrases when given enough time.</li> <li>✓ Interpret attitudes and infer meaning. Distinguish facts from opinion. Listen critically and identify purpose of event: persuade, inform, entertain etc.</li> <li>✓ Explore listening to a variety of formats (audio, radio, film, TV) to practice notetaking, summarising, matching spoken information to written texts.</li> <li>✓ Paraphrase information for purpose. Extract information to complete graphs, tables, grids, find out times, distances, number and size.</li> <li>✓ Further work on a variety of accents.</li> </ul>  |
| <b>Reading</b>   | <ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 4.</li> <li>✓ Explore different text structures to learn how to read and follow an argument using rhetorical organisation in detailed factual texts.</li> <li>✓ Practice note taking from a limited number of different types of written text. Paraphrase information for reading purpose.</li> <li>✓ Read critically to distinguish main points from detail and fact from fiction. Critically analyse/review/infer from/interpret information.</li> <li>✓ Extract information to complete tables, graphs, grids.</li> <li>✓ Read between the lines, infer meaning, read attitude from detailed texts.</li> <li>✓ Research topics from several sources and use the information to produce longer presentations and written texts in groups and solo.</li> </ul>   |
| <b>Speaking</b>  | <ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 4.</li> <li>✓ Work on maintaining a good flow of speech, attempting both simple and detailed structures. Work on word stress for less familiar key words.</li> <li>✓ Self-monitor pronunciation and self-correct to ensure intelligibility.</li> <li>✓ Work independently, using variety of media to interact with others in institutional settings (education or work establishments). Practise interview skills.</li> <li>✓ Make presentations: structure information to suit purpose: summarise, contrast.</li> <li>✓ Make use of accepted genre conventions for more detailed interactions such as advising, persuading, convincing, complaining, expressing regret.</li> <li>✓ Participate in 1:1 and group discussions; chair a meeting; agree, disagree appropriately; change the subject; record and analyse interactions.</li> </ul> |
| <b>Writing</b>   | <ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 4 to manage punctuation and sentence structure of detailed language.</li> <li>✓ Explore more complex genres relevant to everyday, work or study context: notices, memos, minutes, reports, procedures, explanations, contracts, CVs, letters of application.</li> <li>✓ Notice and practice the way writer's attitude is expressed.</li> <li>✓ Research familiar and more complex topics, take notes and practise summarising to use information in assignments or tasks.</li> <li>✓ Develop an argument: classify, categorise, describe processes, objects, and location, simple data description, explain procedure, compare, contrast, evaluate, recommend.</li> </ul>   |

**Illustrative Language Table 2:  
Integrated tasks for all ESOL levels: select function, and language difficulty according to level.  
National 5 candidates should be working towards the third column.**

|                                | <b>Genre/purpose: Text response</b>   |   |  |   |
|--------------------------------|---|---|--|---|
| <b>contexts</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 (eg local area), 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 (eg where to live)        |
| <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 responses  | 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                                      | discuss a literary, visual or musical text                      | interpret the message of a text  | challenge the message of a text   |

| <b>Genre/purpose: Stories</b>       |  |  |   |  |
|-------------------------------------|--|--|---|--|
| <b>contexts</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: trans-<br/>actional</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/purpose: Procedures</b>    |  |  |   |  |
| <b>contexts</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; organise an activity/event; talk about how you would like to do something | 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/purpose: Information reports</b>                   |  |   |
|--------------------------------|---|--|---|
| <b>contexts</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: trans-actional</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>          | classify and describe a phenomenon                          | classify and describe types of phenomenon  | make a recommendation based on evidence                         |
|                                | <b>Genre/purpose: Explanations</b>                          |  |   |
| <b>contexts</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                    | justify 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: trans-actional</b> | prepare and understand procedures in social structures      | explain the thinking behind systems or procedures (eg finance and managing money)                      | recommend strategies for managing finance                       |
| <b>purpose: work</b>           | prepare and understand procedures at work                   | explain 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              | explain multiple factors that might contribute to or cause something, such as increased sales, drought | explain multiple effects  |

|                                     | <b>Genre/purpose: Factual stories</b>  |   |  |   |
|-------------------------------------|--|---|--|---|
| <b>contexts</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: trans-<br/>actional</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>contexts</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

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

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## History of changes to Unit Support Notes

| Version | Description of change   | Authorised by          | Date     |
|---------|---|------------------------|----------|
| 2.0     | Minor wording changes throughout; information updated in 'General Guidance on the Unit'; in 'Approaches to Learning and Teaching' section wording removed on combining assessment; insertion of table and wording containing advice on combining assessment; Appendix 1: Contexts, topics and topic development removed and replaced by Appendix 1: Illustrative Language Tables (ILTs); additional sources provided in Appendix 2. | Qualifications Manager | May 2016 |
|         |   |                        |          |
|         |   |                        |          |

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

## Unit Support Notes — ESOL in Context (National 5)



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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* (National 5) Unit. They are intended for practitioners who are delivering this Unit. They should be read in conjunction with:

- ◆ *ESOL in Context* (National 5) *Unit Specification*
- ◆ *ESOL for Everyday Life* (National 5) *Unit Specification*
- ◆ *National 5 ESOL Course Specification*
- ◆ *National 5 Course Assessment Specification*
- ◆ *National 5 ESOL Course Support Notes*
- ◆ *Appropriate Unit Assessment Support packs and Understanding Standards materials*

# General guidance on the Unit

## Aims

The general aim of this Unit is to develop the language skills needed for familiar work- and study-related contexts for learners whose first language is not English. Learners develop the skills of reading, writing, listening and speaking using detailed English language. In this Unit, the contexts of either work or study will be personalised to meet the needs of learners.

Learners who complete this Unit will be able to:

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

This Unit is a mandatory Unit of the National 5 ESOL Course and is also available as a free-standing Unit.

Exemplification of the standards in this Unit is given in the 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 and knowledge required by one or more of the following or by equivalent qualifications and/or experience of the following learning and/or qualifications:

- ◆ National 4 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 National 5 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 National 5 level
- ◆ Higher ESOL or any relevant component Units
- ◆ further education or training
- ◆ employment

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment within the *ESOL in Context* (National 5) Unit.

## **Naturally occurring evidence**

Assessment approaches should aim to help learners to progress through the Unit at their own pace and to enable them to demonstrate their achievements in a range 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 Outcomes. This is naturally occurring evidence.

Some guidance on content for each of the four skill areas is outlined below:

## **Outcome 1: Reading**

Learners need to gain experience with a range of work and study texts as well as the question types that will be used to assess their reading ability:

- ◆ information from subject-based texts
- ◆ relevant articles/reports
- ◆ magazine articles
- ◆ newspaper articles
- ◆ letters
- ◆ e-mails
- ◆ websites
- ◆ leaflets
- ◆ handbooks
- ◆ advertisements
- ◆ notices
- ◆ reports

## **Question types**

Learners should be given practice in all question types throughout the Course:

- ◆ multiple choice
- ◆ sentence completion
- ◆ short answer questions

### **Outcome 2: Writing**

Writing tasks should be realistic within the context. Learners will need lots of practice to gain confidence with different styles:

- ◆ writing a letter of application
- ◆ writing a discursive essay
- ◆ writing a report
- ◆ writing a formal e-mail
- ◆ writing an article

### **Outcome 3: Listening**

Learners should gain experience listening to a wide range of different voices and accents, both live and recorded. They also need practice in the various question types which will be used to assess listening ability:

- ◆ extracts from talks, presentations, lectures
- ◆ radio programmes
- ◆ TV programmes
- ◆ podcasts
- ◆ film
- ◆ group discussions on work/study-related topics
- ◆ interviews on work/study-related topics
- ◆ one-to-one conversations

### **Question types**

Learners should be given practice in all question types throughout the Course:

- ◆ multiple choice
- ◆ sentence completion
- ◆ short answer questions

### **Outcome 4: Speaking**

Learners will need lots of practice in different types of interaction. Learners should be encouraged to record themselves and review their performances with their peers:

- ◆ one-to-one conversations
- ◆ group/paired discussions
- ◆ role play in work/study contexts
- ◆ presentations/talks

### **Approaches to assessment: *ESOL in Context***

There are various approaches that can be taken with regard to assessment for this Unit, and often it will depend on the practitioner, the learners themselves and whether or not the learners are doing the Unit separately or the complete Course.

### **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>                      |
|------------------------------------|--|---|---|--------------------------------------|
| A college/<br>university<br>course | Research a<br>course. Take<br>notes under<br>relevant<br>headings.           | Write a<br>personal<br>statement<br>related to the<br>chosen<br>course. | Answer<br>appropriately<br>to the course<br>interview<br>questions. | Roleplay the<br>course<br>interview. |
| <b>Theme</b>                       | <b>Reading</b>   | <b>Writing</b>  | <b>Listening</b>  | <b>Speaking</b>                      |
| Job<br>specifications              | Read the job<br>specifications.<br>Take notes<br>under relevant<br>headings. | Write a<br>personal<br>statement<br>related to the<br>job.              | Answer<br>appropriately<br>to the job<br>interview<br>questions     | Roleplay the<br>job interview.       |

## **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*.

## **Combining assessment across Units**

It may be possible to combine the assessments for *ESOL for Everyday Life* with the assessments for *ESOL in Context*, thus reducing the burden of assessment.

# 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 where 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 school/college/work language to access topics used in study and/or work contexts, more than one type of language input needs to be covered.

The guidance on the language coverage for ESOL for Everyday Life and ESOL in Context 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 is graded 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: Listening, Reading; Speaking, Writing.

**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:<br/>Language and skills for National 5: Detailed / familiar</b> |  |
|---|--|
| <b>Language at Word level</b>   | <b>Focus on formation (root/stem/prefix/suffix); spelling;<br/>Meaning: denotation, connotation, figurative, literal;<br/>Choice: standard /dialect colloquial/ slang</b>  |
| <b>National 5<br/>Detailed/<br/>familiar</b>  | <ul style="list-style-type: none"> <li>◆ revise and build on National 4: encounter and practise general vocabulary</li> <li>◆ spelling more complex words; explore how to work out meaning from parts of the word</li> <li>◆ more specific determiners: some/any/no/none</li> <li>◆ intensifiers/indications of certainty</li> <li>◆ specialised words more systematically encountered and used</li> <li>◆ make considered word choice related to register and communication purpose; register used appropriately within the context. Euphemisms, colloquial expressions, slang</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.<br/>Standard / dialect / slang</b>   |
| <b>National 5<br/>Detailed /<br/>familiar</b>   | <ul style="list-style-type: none"> <li>◆ build detailed sentences with expanded phrases</li> <li>◆ use some abstract noun phrases ; nominalisation of the verb phrase, ie 'behave' to 'behaviour'</li> <li>◆ revise and develop features encountered at National 4 and explore detailed pre and post modification in both noun and verb phrases to make meaning more specific; practise more complex hypotheses using modals. Choose passive for stylistic effect: inclusion or not of agent</li> <li>◆ identify concepts with more sophisticated use of determiners; compounds of some, any, no, every; zero article for generalisations; quantifiers and intensifiers</li> <li>◆ more detailed use of connective adverbs: indicating addition, opposition, reinforcing, explaining, listing, indicating result, indicating time</li> </ul> |
| <b>Language and skills at Text/<br/>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.<br/>Use across the four skills: listening, reading, speaking, writing.</b>   |
| <b>National 5<br/>Detailed/<br/>familiar</b>  | <ul style="list-style-type: none"> <li>◆ understand and use both layout and organisation of detailed and/or familiar abstract text and talk appropriate to purpose</li> <li>◆ develop sections and paragraphs to form a coherent whole, making it clear for the reader</li> <li>◆ explore genres, including tasks requiring detailed and familiar abstract language</li> <li>◆ express opinions and support (with detail and justification) a point of view</li> <li>◆ report evidence to support statements</li> <li>◆ apply organisers such as chronological sequence; general to specific; one approach, another approach; cause effect; problem solving</li> <li>◆ use evaluation and associated verb forms</li> <li>◆ generalise</li> <li>◆ summarise</li> </ul>  |

|                  |  |
|------------------|--|
| <b>Listening</b> | <ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 4. Identify purpose and genre of monologue, dialogue and group interactions of detailed but familiar events.</li> <li>✓ Deduce meaning of unknown words and phrases when given enough time.</li> <li>✓ Interpret attitudes and infer meaning. Distinguish facts from opinion. Listen critically and identify purpose of event: persuade, inform, entertain etc.</li> <li>✓ Explore listening to a variety of formats (audio, radio, film, TV) to practice notetaking, summarising, matching spoken information to written texts.</li> <li>✓ Paraphrase information for purpose. Extract information to complete graphs, tables, grids, find out times, distances, number and size.</li> <li>✓ Further work on a variety of accents.</li> </ul>  |
| <b>Reading</b>   | <ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 4.</li> <li>✓ Explore different text structures to learn how to read and follow an argument using rhetorical organisation in detailed factual texts.</li> <li>✓ Practice note taking from a limited number of different types of written text. Paraphrase information for reading purpose.</li> <li>✓ Read critically to distinguish main points from detail and fact from fiction. Critically analyse/review/infer from/interpret information.</li> <li>✓ Extract information to complete tables, graphs, grids.</li> <li>✓ Read between the lines, infer meaning, read attitude from detailed texts.</li> <li>✓ Research topics from several sources and use the information to produce longer presentations and written texts in groups and solo.</li> </ul>   |
| <b>Speaking</b>  | <ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 4.</li> <li>✓ Work on maintaining a good flow of speech, attempting both simple and detailed structures. Work on word stress for less familiar key words.</li> <li>✓ Self-monitor pronunciation and self-correct to ensure intelligibility.</li> <li>✓ Work independently, using variety of media to interact with others in institutional settings (education or work establishments). Practise interview skills.</li> <li>✓ Make presentations: structure information to suit purpose: summarise, contrast.</li> <li>✓ Make use of accepted genre conventions for more detailed interactions such as advising, persuading, convincing, complaining, expressing regret.</li> <li>✓ Participate in 1:1 and group discussions; chair a meeting; agree, disagree appropriately; change the subject; record and analyse interactions.</li> </ul> |
| <b>Writing</b>   | <ul style="list-style-type: none"> <li>✓ Build on and develop skills from National 4 to manage punctuation and sentence structure of detailed language.</li> <li>✓ Explore more complex genres relevant to everyday, work or study context: notices, memos, minutes, reports, procedures, explanations, contracts, CVs, letters of application.</li> <li>✓ Notice and practice the way writer's attitude is expressed.</li> <li>✓ Research familiar and more complex topics, take notes and practise summarising to use information in assignments or tasks.</li> <li>✓ Develop an argument: classify, categorise, describe processes, objects, and location, simple data description, explain procedure, compare, contrast, evaluate, recommend.</li> </ul>   |

| <b>Illustrative Language Table 2:<br/>Integrated tasks for all ESOL levels: select function, and language difficulty according to level. National 5 candidates should be working towards the third column.</b> |   |   |  |   |
|--|---|---|--|---|
|  | <b>Genre/purpose: Text response</b>   |   |  |   |
| <b>contexts</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 (eg local area), 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 (eg where to live)        |
| <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 responses  | 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                                      | discuss a literary, visual or musical text                      | interpret the message of a text  | challenge the message of a text   |

| <b>Genre/purpose: Stories</b>       |  |  |   |  |
|-------------------------------------|--|--|---|--|
| <b>contexts</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: trans-<br/>actional</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/purpose: Procedures</b>    |  |  |   |  |
| <b>contexts</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; organise an activity/event; talk about how you would like to do something | 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/purpose: Information reports</b>                   |  |   |
|--------------------------------|---|--|---|
| <b>contexts</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: trans-actional</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>          | classify and describe a phenomenon                          | classify and describe types of phenomenon  | make a recommendation based on evidence                         |
|                                | <b>Genre/purpose: Explanations</b>                          |  |   |
| <b>contexts</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                    | justify 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: trans-actional</b> | prepare and understand procedures in social structures      | explain the thinking behind systems or procedures (eg finance and managing money)                      | recommend strategies for managing finance                       |
| <b>purpose: work</b>           | prepare and understand procedures at work                   | explain 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              | explain multiple factors that might contribute to or cause something, such as increased sales, drought | explain multiple effects  |

| <b>Genre/purpose: Factual stories</b> |  |  |   |   |
|---------------------------------------|--|--|---|---|
| <b>contexts</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: trans-<br/>actional</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>contexts</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 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

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

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## History of changes to Unit Support Notes

| Version | Description of change   | Authorised by          | Date     |
|---------|---|------------------------|----------|
| 2.0     | Minor wording changes throughout; information updated in 'General Guidance on the Unit' section; in 'Approaches to learning, teaching and assessment section' removal of table and wording containing advice on naturally occurring evidence, replaced with table of relevant themes; wording removed on combining assessment; Appendix 1: Contexts, topics and topic development removed and replaced by Appendix 1: Illustrative Language Tables (ILTs); additional sources provided in Appendix 2. | Qualifications Manager | May 2016 |
|         |   |                        |          |
|         |   |                        |          |

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