

Draft National Unit Specification



Unit title: ESOL in Study-related Contexts (Higher)

SCQF: level 6 (9 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop the language skills needed for familiar study-related contexts. Learners develop the skills of listening and talking, reading, and writing using detailed and complex English language. In this Unit, study-related contexts will be personalised to meet the needs of learners.

Learners who complete this Unit will be able to:

- 1 Understand detailed and complex language written in English
- 2 Produce written English using detailed and complex language
- 3 Understand detailed and complex language spoken in English
- 4 Communicate orally in English using detailed and complex language

This Unit is a mandatory Unit of the Higher ESOL Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Course Assessment Specification for the Higher ESOL Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher ESOL Course.

Recommended entry

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

- ◆ ESOL (National 5) Course or equivalent component Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Understand detailed and complex language written in English by:

- 1.1 Identifying and explaining the significant aspects of the overall purpose and the significant main points
- 1.2 Identifying and explaining how a range of vocabulary, word patterns and text structures are used to convey meaning, as appropriate to the context
- 1.3 Identifying and explaining a range of clearly expressed opinions and attitudes in the text, as appropriate to the context
- 1.3 Identifying and explaining a range of features of layout in the text

Outcome 2

The learner will:

2 Produce written English using detailed and complex language by:

- 2.1 Using detailed and complex structures and vocabulary, as appropriate to purpose and audience
- 2.2 Using a range of significant features of grammar, spelling and punctuation sufficiently accurately to convey meaning, as appropriate to purpose and audience
- 2.3 Using a range of conventions of style and layout, as appropriate to purpose and audience

Outcome 3

The learner will:

3 Understand detailed and complex language spoken in English by:

- 3.1 Identifying and explaining the significant aspects of the overall purpose and the significant main points
- 3.2 Identifying and explaining how a range of vocabulary, word patterns and text structures are used to convey meaning, as appropriate to the context
- 3.3 Showing awareness of opinions and attitudes expressed, as appropriate to purpose and context

Outcome 4

The learner will:

- 4 Communicate orally in English using detailed and complex language by:**
 - 4.1 Using detailed and complex structures and vocabulary, as appropriate to purpose and audience
 - 4.2 Communicating fluently and coherently to convey meaning
 - 4.3 Maintaining interaction, as appropriate to purpose and audience

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Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit, learners will be required to provide evidence of:

- ◆ one example of reading detailed and complex language written in English
- ◆ one example of writing detailed and complex language in English
- ◆ communicating and responding in one spoken interaction, using English

Evidence should be gathered in combination with other Outcomes where possible, either from this Unit or in combination with the Outcomes from the *ESOL for Everyday Life* Unit. Evidence may also be gathered for individual Outcomes where appropriate.

Evidence will be drawn from a familiar study-related context.

Evidence of reading can be gathered using one source, or more, and can include written, print, or digital texts. Learners may use a glossary of key terms likely to prove difficult, as appropriate.

Evidence of writing can be presented in either written or digital form. Learners can use a dictionary, as appropriate.

Evidence of listening can be gathered from one activity, or more. Evidence of listening gathered from learners' interactions, such as conversations, discussions or presentations, can be either stated or implied by responding appropriately. Evidence of listening can be gathered through the use of audio, moving image, web-based or other digital media.

Evidence of talking can include learners' interactions, such as conversations, discussions or presentations, and can be presented in either oral or digital form, such as a podcast. Learners can support their evidence of talking with visual and audio aids, such as PowerPoint slides, film/audio clips, newspaper articles, web-based or other digital media.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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

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

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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