

National Added Value Unit Specification



Unit title: ESOL Assignment (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

This is the Added Value Unit in the ESOL (National 4) Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the ESOL (National 4) Course through the successful completion of an assignment which will allow the learner to demonstrate challenge and application in the Course.

The ESOL (National 4) Course provides learners with the opportunity to develop their listening, talking, reading, and writing skills in order to understand and use English language. The three Units include the four language skills of listening and talking, reading, and writing. The Course provides the opportunity to integrate these language skills across the Units.

Learners who complete this Unit will be able to:

- 1 Carry out an assignment which shows they can investigate a chosen topic in a familiar context and present their findings

This Unit is a mandatory Unit of the ESOL (National 4) Course, and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course Support Notes*, which provide advice and guidance on delivery and assessment approaches. Exemplification of the assessment in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, it is recommended that the learner should be in the process of completing or have completed the following Units in the ESOL (National 4) Course:

- ◆ ESOL for Everyday Life (National 4)
- ◆ ESOL in Context (National 4)

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 *Course Support Notes*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Carry out an assignment which shows they can investigate a chosen topic in a familiar context and present their findings by:**
 - 1.1 Choosing a topic for investigation in a familiar context
 - 1.2 Preparing for an investigation by describing the chosen topic with some basic supporting detail and identifying the sources to be used
 - 1.3 Investigating a chosen topic by reading at least two straightforward texts in English
 - 1.4 Selecting basic information that is relevant to the investigation from at least two texts
 - 1.5 Presenting their findings by using straightforward spoken language in English
 - 1.6 Pronouncing language sufficiently accurately to convey meaning in English
 - 1.7 Responding, orally, with some appropriate basic detail in English, to at least three questions/contributions
 - 1.8 Maintaining interaction as appropriate to purpose

Evidence Requirements for the Unit

This Added Value Unit is assessed internally by the teacher/lecturer.

Evidence for this Unit will be generated through an assignment in which the learner will investigate a chosen topic in a familiar context and present their findings.

All learners should be provided with a clear outline of the assessment, including when and how they will be assessed. The teacher/lecturer should offer the learner guidance on an appropriate choice of topic, including questions/tasks/prompts which will lead learners through the assignment in clear stages. This should involve advice on possible headings or other advice which assists the learner to describe and explain the key features of their topic.

While the learner should choose the topic, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and has resources available to enable the learner to more successfully meet the Assessment Standards. The assignment should be carried out under supervised open book conditions.

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

- ◆ preparation, in written or digital form using English, for the investigation
- ◆ selecting basic information in English that is relevant to the chosen topic from at least two straightforward texts
- ◆ using straightforward spoken language, in English, lasting at least two minutes
- ◆ responding, orally using English, to at least three questions/contributions

Evidence can be gathered holistically for the Unit or Course as a whole by combining assessment through integrated activities.

The chosen topic will be agreed between the learner and the teacher/lecturer and will be chosen from a familiar everyday life-, work- or study-related context. This can be supplemented by guidelines on the structure of the assignment and with details of

tasks/questions/prompts prepared by the teacher/lecturer, which the learner must address. Suggested topics for the assignment are given in the *Course Support Notes*.

Evidence of preparation can be in written or digital form, using English, and should identify the chosen topic with some basic supporting detail and identify the sources to be used.

Evidence of reading can be gathered from at least two straightforward texts such as written, print or digital texts. Learners may use a glossary of key terms likely to prove difficult, as appropriate.

Evidence of selecting basic information from at least two straightforward texts can be in written or digital form in English and should include at least one relevant detail from each text.

Evidence of using straightforward spoken language, in English, can include learner interactions, such as conversations, discussions or presentations, and can be presented in either oral or digital form, such as a podcast. Evidence of talking should be at least two minutes in duration. Learners can supplement their evidence of spoken language with visual and audio aids such as PowerPoint slides, film/audio clips, newspaper articles, web-based or other digital media.

Evidence of responding orally, in English, to at least three questions/contributions by learners and teachers/lecturers, should include some appropriate basic detail.

There should be one or in exceptional circumstances two re-assessment opportunities. Learners can be re-assessed in the part of the assignment that they have failed rather than retaking the whole assessment.

The amount of time that learners should spend on this assignment should not exceed four hours.

Further information is provided in the exemplification of assessment in the National Assessment Resource. Advice and guidance on possible approaches to assessment is provided in the *Course Support Notes*.

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

Please refer to the Course Specification for information about skills for learning, skills for life and skills for work.

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Further mandatory information on Course coverage for the ESOL (National 4) Course

The following gives details of mandatory skills, knowledge and understanding for the ESOL (National 4) Course. Assessment of this Added Value Unit will involve selecting appropriate skills, knowledge and understanding from those listed below, in line with the Evidence Requirements above. This list of skills, knowledge and understanding also provides the basis for the assessment of all the Units in the Course:

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

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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