

# Draft National Unit Specification



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**Unit title:** ESOL for Everyday Life (National 4)

**SCQF:** level 4 (9 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop the language skills needed for everyday life in familiar personal, social and transactional contexts. Learners develop the skills of listening and talking, reading, and writing using straightforward English language.

The ESOL (National 4) Course provides learners with the opportunity to develop the skills of listening and talking, reading, and writing in order to understand and use English language for learners whose first language is not English. 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 Understand straightforward language written in English
- 2 Produce written English using straightforward language
- 3 Understand straightforward language spoken in English
- 4 Communicate orally in English using straightforward language

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 *Unit Support Notes*, which provides 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*.

## 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:

- ◆ Access 3 ESOL Course or relevant component Units

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

## **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*.

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### 1 Understand straightforward language written in English by:

- 1.1 Identifying straightforward written language in one of the following familiar contexts: personal, social, or transactional
- 1.2 Identifying some aspect of the overall purpose and some obvious main points
- 1.3 Identifying how some obvious aspects of vocabulary, word patterns and text structures are used to convey meaning, as appropriate to the context
- 1.4 Identifying some clearly expressed opinions and attitudes in the text
- 1.5 Identifying some obvious features of layout in the text

### Outcome 2

The learner will:

#### 2 Produce written English using straightforward language by:

- 2.1 Using straightforward written language in one of the following familiar contexts: personal, social or transactional
- 2.2 Using some basic structures and vocabulary appropriate to purpose and audience
- 2.3 Using some basic features of grammar, spelling and punctuation sufficiently accurately to convey meaning on first reading
- 2.4 Using some basic conventions of style and layout appropriate to purpose and audience

### Outcome 3

The learner will:

#### 3 Understand straightforward language spoken in English by:

- 3.1 Identifying straightforward spoken language in one of the following familiar contexts: personal, social, or transactional
- 3.2 Identifying some aspect of the overall context and some obvious main points
- 3.3 Showing awareness of how some obvious aspects of vocabulary, word patterns and text structures are used to convey meaning, as appropriate to the context
- 3.4 Showing awareness of some clearly expressed opinions and attitudes

### Outcome 4

The learner will:

#### 4 Communicate orally in English using straightforward language by:

- 4.1 Using straightforward spoken language in one of the following familiar contexts: personal, social or transactional
- 4.2 Using some basic structures and vocabulary, as appropriate to purpose and audience
- 4.3 Pronouncing English language sufficiently accurately to convey meaning
- 4.4 Communicating sufficiently fluently and coherently to convey meaning
- 4.5 Maintaining interaction as appropriate to purpose and audience

## 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:

- ◆ understanding straightforward language written in English
- ◆ producing written English using straightforward language
- ◆ understanding straightforward language spoken in English
- ◆ communicating orally in English using straightforward language

Evidence can be gathered for individual Outcomes or gathered holistically for the Unit, Units or Course as a whole by combining assessment in one activity, or more.

Familiar contexts will be drawn from at least one of the following: personal, social, or transactional.

Evidence of reading can be gathered using one source, or more, and can include written, print, or digital texts, such as an e-mail or a blog.

Evidence of writing, of at least 150 words, can be presented in either written or digital form, such as an e-mail or a blog. Learners can use a dictionary, as appropriate.

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

Evidence of talking 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. Learners can supplement 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

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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**Published:** August 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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