

National Unit Specification: general information

UNIT English for Speakers of Other Languages: English for Work and Study (Intermediate 2)

NUMBER DA9H 11

COURSE

SUMMARY

This unit aims to develop candidates' English in all four skills and strategies at an intermediate level, for operating in a study and work environment. The language development will occur in such a way as to make candidates familiar with a variety of relevant situations and confident in using their English in these situations. On completion of this unit, candidates will be able to obtain specific information from written and spoken texts, provide information, including making a presentation on a familiar topic, and produce written material based on given information.

Language taught in the other two units of the Intermediate 2 course may be recycled in the new contexts of this unit.

OUTCOMES

- 1 Make a short presentation and participate in follow-up discussion.
- 2 Obtain specific information from a spoken text.
- 3 Obtain specific information from a written text.
- 4 Produce a piece of writing based on information extracted from a written source.

RECOMMENDED ENTRY

Candidates will be bilingual and speak English as an additional language. While entry to the course is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Intermediate 1 in English for Speakers of Other Languages (ESOL) or its component units
- University of Cambridge PET

Administrative Information

Superclass: FK

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- IELTS 4.0 – 4.5
- an equivalent qualification

Careful consideration should be given to whether an English for Speakers of Other Languages (ESOL) or English and Communication qualification is most appropriate for the candidate.

CREDIT VALUE

1 credit at Intermediate 2 (6 SCOTCAT points*) at SCQF level 5.

**SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

It is unlikely that attainment of this unit would lead to the automatic award of a particular core skill.

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

National Unit Specification: statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

The prescribed topics for this unit are ‘work’ and ‘education’. Further information is given under ‘Support Notes’.

OUTCOME 1

Make a short presentation and participate in follow-up discussion.

Performance criteria

- a) Demonstrates an awareness of the listener in organising the structure and content of the presentation.
- b) Demonstrates a knowledge of vocabulary and a command of language sufficient to convey intended meaning in both the presentation and discussion.
- c) Uses language strategies that are appropriate for participation in the discussion.
- d) Uses language with a level of clarity and accuracy that rarely impedes communication with a sympathetic speaker of English, and can provide clarification, when and if required.

Evidence requirements

One presentation and follow-up discussion, with a speaker of English, of no more than 5 minutes duration, on a previously prepared topic, that demonstrates that the candidate fulfilled all the performance criteria. Notes containing a maximum of five headings, each with up to eight words, may be referred to during the presentation.

Use of a dictionary is not permitted.

The presentation and discussion should be recorded on an audio or video cassette for the purposes of internal and external moderation. This recording forms part of the external assessment requirements.

OUTCOME 2

Obtain specific information from a spoken text.

Performance criteria

- a) Identifies the main topic and purpose of the text.
- b) Selects the information requested.
- c) Demonstrates understanding of the information through correct completion of the task.

National Unit Specification: statement of standards (cont)

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Evidence requirements

One listening activity in which the candidate is expected to obtain information and apply it to a specific task of a verbal or visual nature, demonstrating that all the performance criteria have been fulfilled.

The text will be formal and reflect the style of language a candidate would be expected to listen to in a work or study context eg simplified presentation, lecture, discussion. The listening text should be no more than three minutes in duration and can be heard twice by the candidate. Use of a dictionary is not permitted.

OUTCOME 3

Obtain specific information from a written text.

Performance criteria

- a) Identifies the main topic and purpose of the text.
- b) Demonstrates the ability to select information from the text.
- c) Demonstrates understanding of the information through correct completion of the task.

Evidence requirements

One reading activity in which the candidate is expected to obtain information and apply it to a specific task of an oral, written or visual nature, demonstrating that all the performance criteria have been fulfilled.

The text will be formal and reflect the style of language a candidate would be expected to read in a work or study context. The text should be between 250-300 words.

Use of a bilingual or English-to-English dictionary is permitted.

OUTCOME 4

Produce a piece of writing based on information extracted from a written source.

Performance criteria

- a) Demonstrates the ability to identify and use relevant information.
- b) Demonstrates the ability to organise the text in a logical way.
- c) Uses language in a way that allows some flexibility of expression.
- d) Conveys meaning on a first reading despite errors in grammar, spelling and punctuation.

Evidence requirements

One piece of writing of 150-200 words in response to a clear task, demonstrating that the candidate has fulfilled the performance criteria.

National Unit Specification: statement of standards (cont)

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The text on which the writing is based will be of a formal nature and may contain information of a visual nature, reflecting the style of written text a candidate would be expected to read in an educational context. In selecting the texts care should be taken not to select texts which are culturally loaded.

The writing will be supported and produced under controlled conditions as described in guidance on approaches to assessment. The first draft and any necessary redraft will each be produced within one teaching block/period (60 minutes).

Use of bilingual or English to English dictionary is permitted.

Both the original draft, including any lecturer or teacher comments, and final version must be retained by the centre.

National Unit Specification: support notes

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This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this unit is to give candidates confidence in using English at an intermediate level to obtain and provide information in an educational or vocational context. Candidates could be either young people joining the Scottish secondary school system or adult learners with some previous knowledge of English. Teachers and lecturers should ensure that the content relates to the demands on candidates and their interactions in both specialist English for Speakers of Other Languages (ESOL) provision and in mainstream classes.

Note on coverage of topics

The prescribed topics for this unit are:

- work
- education

At this level, some flexibility in the use of language in each topic is expected. Although the listed topics will be covered in teaching of the unit, candidates are not expected to demonstrate competence in both topics for each outcome. Evidence of both topics having been assessed should be provided across the unit. The evidence requirements set out how evidence of competence is to be generated.

Ideally, the emphasis placed and time spent on each of these topics will be defined by the candidates' own priorities.

Listed under each topic are examples of what could be expected of candidates within that topic area. At this level, a working knowledge of the linguistic exponents of each would be expected.

Work

- talk about what work they have done, are doing or would like to do
- describe skills and abilities relevant to particular jobs
- make enquiries, face-to-face and on the telephone, about the availability and conditions of employment eg pay, hours of work, holidays, job requirements
- understand information provided in relation to the above
- understand clearly expressed instructions relating to a particular job
- read texts, where the information is offered explicitly, relating to employment opportunities eg advertisements, job requirements
- take part in meetings
- be familiar with agendas, minutes etc
- read instructions and regulations where the information is offered explicitly
- be familiar with methods of communication in the workplace eg fax, memo, e-mail, message etc
- write a short formal letter requesting details of a job and an application form
- complete job application forms with some assistance
- write a short CV and accompanying letter

National Unit Specification: support notes (cont)

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Education

- identify strengths and areas for development in terms of language learning and other subjects
- understand clear instructions for developing language learning skills
- understand clear instructions for classroom activities
- understand clearly presented information relating to areas of study
- talk at some length about a subject in which they are interested
- take part in discussions
- describe previous education and what they are currently doing
- talk about their plans for the future
- make enquiries, face-to-face and on the telephone, about course, funding and entry requirements
- understand information provided in relation to the above
- read clear instructions for classroom activities
- read texts, where the information is offered explicitly, on topics relating to areas of study
- read accessible graphs, tables and charts
- write texts on topics relating to areas of study and redraft this material
- write a short formal letter requesting details of a course and an application form
- complete job application forms with some assistance
- write a short CV and accompanying letter

Although it is recommended that candidates at this level are taught in intermediate level courses this may not always be possible to achieve. To assist teachers or lecturers delivering this unit in a multilevel or language support situation, the content can be linked to topics in Intermediate 1 and Higher.

Where the unit is being undertaken in school, teachers should focus on aspects of the school curriculum and candidates interactions with subject teachers and other relevant people in the school.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The approach to learning and teaching should reflect the principles of the communicative approach. Learning should be practical, skills based and relevant to the candidates and their roles in the English speaking environment in which they live. Opportunities should be provided to use language in real situations for real purposes, and activities should provide links to the educational institutions and outside world.

The course materials used in the classroom need to reflect the outside world in which candidates are operating. In schools, materials used should provide an introduction to the mainstream curriculum. A wide variety of methods should be employed to maximise opportunities for practice of language. The learner should be encouraged to communicate readily with others, even if adventurous use of language leads to inaccuracies.

This unit builds on good practice by encouraging an integrated approach to the development of the four skills. Progression from previous levels will be in terms of the candidate's ability to use language in increasingly more sophisticated ways in a greater variety of situations. The range and increasing accuracy of the language produced will also reflect this progression.

National Unit Specification: support notes (cont)

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Listening

Learners should be exposed to a wide range of different voices, both live and recorded and should be encouraged to listen for both gist and specific information. They should become aware of the different facets of spoken English and focus on developing the accuracy of their listening skills. Exposure to local accents is important.

They should be given plenty of opportunity to apply their listening skills to a variety of tasks.

Speaking

The aim is for learners to develop the ability and confidence to engage in interactions. This includes being able to speak for an extended time on a prepared subject and take part in discussions. Analysing spoken English, with an increasing focus on accuracy and features of the language, will allow them to develop appropriate skills at this level.

Opportunities for practice of language should be maximised through pair and groupwork in the classroom, and learners encouraged to take part in a wide variety of activities, which involve interacting with speakers of English, outside the classroom.

Reading

Candidates should, from an early stage, use two main types of text; written texts illustrating the language they have heard and are using a wide range of authentic texts that they will be dealing with in everyday life. In schools, this would include working with texts they are likely to meet in other subjects. At this level candidates should be encouraged to begin to analyse texts in terms of purpose, style and intended audiences. They should also begin to develop skills in note-taking from a text and summarising information.

Reading at an appropriate level should also be used to reinforce language learnt and ensuring that candidates are equipped with the necessary information to make use of school, college or local libraries. Learning to use a dictionary and other reference materials is of paramount importance.

Writing

Writing activities undertaken by the candidates at this stage should be varied and integrated into the work done in the other skills. The aim in this unit is to make candidates feel competent at undertaking the kind of writing tasks that will be required of them and to increase their confidence in writing. Candidates should become familiar with the different ways in which they are asked to provide information in both work and study contexts, with a focus on improving the accuracy of their work. Feedback from the teacher, correction of texts and redrafting will form an essential part of this process.

In addition to the prescribed themes and topics, lecturers and teachers may wish to use as a checklist for their programme of work for this unit the following activities and text types.

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Activities

- listening for pronunciation practice
- class, group and pair practice of target language
- reading and practising dialogues
- conversations with candidates and others
- interactions with others in the educational establishments
- participate in one-to-one and group discussions
- preparing and making presentations on a chosen topic
- information gap exercises
- role playing exercises
- authentic interactions, including phone calls
- take part in meetings and be familiar with agendas, minutes etc
- listening and reading comprehension in a variety of formats
- distinguishing facts from clearly expressed opinions
- identifying the purpose of written or spoken information
- matching written or spoken information to other texts
- extracting information from and completing tables, diagrams, graphs and grids
- extracting information and comparing with another candidate or answer key
- dictation
- correcting errors in texts individually and in pairs and groups
- writing and redrafting texts individually and in pairs and groups
- writing and redrafting short formal letters individually and in pairs and groups
- maintaining a vocabulary notebook
- using a range of CALL materials

Text types

- spoken and written information, instructions and descriptions from the teacher and others
- forms, leaflets
- notes, faxes, e-mail, memos and formal letters
- advertisements, course information and job descriptions
- short articles and reports
- text books, learning packs and worksheets used in other subjects
- published text books, audio and video material for intermediate learners of English
- readers
- short extracts from TV and radio
- using a range of computerised materials

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates will be required to provide evidence of achievement of each of the four outcomes. Teachers and lecturers are required to have records of achievement and it is recommended that candidates either hold their own records of achievement or have access to those held by the teacher or lecturer.

Teachers and lecturers may select instruments of assessment which they consider will provide valid, reliable and practicable assessment of the candidate's work or draw on the materials provided by SQA.

Gathering evidence of achievement in the classroom should reflect the real life situations which candidates encounter. Where there are opportunities to gather evidence out with the classroom from real life situations, appropriate assessment tasks should be identified. If the candidate is studying in school or college, assessments should be integrated into other courses.

Candidates should receive information about the unit. Time should be made available for them to familiarise themselves with this and clarify it with the teacher or lecturer.

Assessment should be integrated into the learning process and candidates assessed when the teacher or lecturer deems them ready. Where candidates are undertaking the whole Intermediate 2 course it is not necessary to assess on a unit by unit basis but rather at points during the course which are appropriate and correspond to the candidate's readiness for assessment.

Outcome 1 Make a short presentation and participate in follow-up discussion

Candidates will be required to make a short, previously prepared presentation to the assessor and to follow on from this with a short discussion. The aim of this task is to develop the candidate's ability to present information meaningfully and interact with other people on a specific topic. Candidates' interactions reflect the real life situations that the candidates may encounter in school or college or in the wider world.

Ample practice for this particular assessment task should be provided through the regular pairwork, groupwork and roleplay undertaken in class or with the candidate in a language support setting.

Candidates should prepare their presentation prior to the assessment and can use notes, but should not have knowledge of the discussion points which will be raised by the assessor.

Candidates will need to familiarise themselves with the tape recorder to provide evidence for both internal and external moderation. This recording forms part of the external assessment.

Outcome 2 Obtain specific information from a spoken text

The spoken text should be set in an educational or vocational context eg a short, clearly presented talk or presentation on a familiar topic, a set of instructions, using the language exponents as listed under the topics earlier in this section. The use of spoken information should reflect the text types and tasks that candidates are likely to encounter across the curriculum and in the workplace. Care should be taken not to select texts which are culturally loaded.

National Unit Specification: support notes (cont)

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Candidates will be expected to demonstrate understanding of factual information contained within the text by undertaking tasks selected from the following:

- multiple choice
- true/false
- short-answer questions
- completing grids

Where short-answer questions are used candidates should be encouraged to give brief answers. Although there are not time restrictions, the task should be carried out in a reasonable time and during one period or class. The listening text can be heard twice.

Use of a dictionary is not permitted.

Candidates should be encouraged to seek clarification of the task, if necessary, before they are assessed.

Outcome 3 Obtain specific information from a written text

The sources for texts may include correspondence relating to courses or jobs, advertisements for courses or jobs, leaflets relating to educational or vocational opportunities, instructions, newsletters, short articles from newspapers and magazines on employment and education, and extracts from text books for other subjects. Candidates will be expected to demonstrate understanding of information contained within the text by undertaking tasks selected from the following:

- multiple choice
- true/false
- short-answer questions
- completing grids

Where short answer questions are used candidates should be encouraged to give brief answers, using their own words, where possible, and not lift large pieces of the text. Although there are not time restrictions, the task should be carried out in a reasonable time and during one period or class. A glossary of terms likely to prove difficult may be provided at the end of the text.

Bilingual or English-English dictionaries should be available at all times and candidates encouraged to make use of them.

The use of written information should reflect the text types and tasks candidates are likely to encounter across the curriculum and in the wider world. Care should be taken not to select texts which are culturally loaded.

Candidates should be encouraged to seek clarification of the task, if necessary, before they are assessed.

National Unit Specification: support notes (cont)

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Outcome 4 Produce a piece of writing based on information extracted from a written source.

Clear guidance will be provided in the assessment task, as to what is expected and in what format. The text or texts from which the information is extracted will not be complex or lengthy, as the candidates, in this assessment, are demonstrating their ability to organise and present information in writing.

The candidate will have the opportunity to redraft their work.

Bilingual or English-to-English dictionaries should be available at all times and candidates encouraged to make use of them.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).