



National 5 ESOL

Course code:	C827 75
Course assessment code:	X827 75
SCQF:	level 5 (24 SCQF credit points)
Valid from:	session 2017–18

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has four components.

Component	Marks	Scaled mark	Duration
Component 1: question paper: Listening	25	20	35 minutes
Component 2: question paper: Reading	35	25	1 hour and 10 minutes
Component 3: question paper: Writing	30	25	1 hour and 10 minutes
Component 4: performance: Speaking and Listening	30	30	See course assessment section

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the relevant ESOL level through prior learning or experience of using English or the National 4 ESOL course or equivalent qualifications.</p>	<ul style="list-style-type: none"> ◆ Higher ESOL or Higher National (HN) units in ESOL ◆ further study, employment or training

Common European Framework of Reference for languages levels of SQA ESOL qualifications

SQA's National Qualifications in English for Speakers of Other Languages (ESOL) correspond with levels A1 to C1 on the Common European Framework of Reference for languages (CEFR). This has been confirmed by UK NARIC – the UK's designated national agency for recognising and comparing international qualifications and skills.

CEFR level		SQA ESOL qualifications			SCQF
		Level	Course	Freestanding units	
Proficient user	C1	Higher	✓	✓	6
Independent user	B2	National 5	✓	✓	5
Independent user	B1	National 4	✓	✓	4
Basic user	A2	National 3	✓	✓	3
Basic user	A1	National 2	n/a	✓	2

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

In this course, there is an emphasis on skills development and the application of those skills. Assessment approaches are proportionate and fit for purpose and promote best practice, enabling candidates to achieve the highest standards they can.

This course provides candidates with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

Candidates encounter a wide range of different types of texts in different media. Building on the four capacities, the course enables candidates to communicate, be critical thinkers, develop cultural awareness, and be creative. Language and literacy are of personal, social and economic importance. Candidates' ability to use language lies at the centre of the development and expression of their emotions, thinking, learning, and sense of personal identity.

The course provides candidates with the opportunity to develop personal, interpersonal and team working skills and independent learning; to enhance their enjoyment and their understanding of their own and other cultures; and to explore the interconnected nature of languages.

Purpose and aims

The main purpose of the course is for candidates whose first language is not English to develop the skills of reading, writing, listening, and speaking in order to better understand and use English in everyday life, work-related and study-related contexts.

As candidates develop their language skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

The course offers candidates opportunities to develop and extend a wide range of skills. In particular the course aims to enable candidates to:

- ◆ develop reading, writing, listening, and speaking skills in English
- ◆ understand detailed written and spoken texts in English in the context of everyday life and familiar contexts of work and study
- ◆ produce detailed written English in the context of everyday life and familiar contexts of work and study
- ◆ interact with others showing understanding of and using detailed spoken English in the context of everyday life and familiar contexts of work and study
- ◆ apply knowledge and understanding of language in spoken and written English

Who is this course for?

This course is for learners whose first language is not English, who have developed their English language skills in reading, writing, listening, and speaking to an appropriate SCQF level and/or completed ESOL qualifications at a lower SCQF level.

It is designed for those who are at the stage in their learning when they are ready to develop language and communication skills at SCQF level 5. It provides a clear progressive pathway for those learners who aim to go on to study Higher ESOL, National Certificates or other qualifications in the English language.

A wide range of learners in school, college, community-based, work-based and other contexts may undertake the National 5 ESOL course.

In addition to developing personal, social and transactional English, learners will develop study-related language skills which will be of benefit in progression to further studies. Learners will also develop work-related language skills, of benefit for communicating in English in employment situations.

For learners who plan to live, study and/or work in Scotland for a period of time or permanently, the course develops skills that are essential for learning, life and work. It will increase confidence in their ability to communicate thoughts and feelings and respond to those of other people, allowing them the opportunity to participate more fully as citizens in Scottish society.

The course provides flexibility, personalisation and choice, to enable learners to achieve in different ways and at different paces.

The course is designed to be accessible.

Course content

The course provides candidates with the opportunity to develop their English language skills, using detailed English language.

Everyday life, work and study are the contexts within the course and therefore, these contexts will be fully explored and developed in the delivery of the course.

Although the course must cover all three contexts, when considering the work and study contexts, greater emphasis could be placed on work or study in terms of course content, to address the current and future aims of the candidates. Within each context, themes and topics can be personalised to meet the needs of candidates.

ESOL for everyday life

The candidates develop the four skills of reading, writing, listening, and speaking needed for everyday life in personal, social and transactional contexts. The broad social context is intended to support candidates who need to use English as the language of everyday communication.

ESOL in context

The candidates develop the four skills of reading, writing, listening, and speaking in the familiar contexts of work and study.

The broad context of study is intended to support candidates who need to develop their academic English skills so that they can apply them to other subjects or courses they may be undertaking or wish to undertake in the future.

The broad context of work is intended to support candidates who need to develop their English language skills for work so that they can apply them in seeking work and in current or future workplaces.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ reading, writing, listening, and speaking skills in English in the context of everyday life and familiar contexts of work and study
- ◆ understanding and using detailed English language, as appropriate to purpose, audience and context
- ◆ applying knowledge and understanding of detailed language in practical and relevant contexts
- ◆ gaining confidence in their ability to understand a wide range of authentic written and spoken texts
- ◆ developing skills to use dictionaries and other reference tools effectively to support language learning
- ◆ experiencing a range of accents to increase confidence in their listening skills
- ◆ developing confidence, range and accuracy in their written English to produce texts for a variety of purposes
- ◆ developing confidence, range, fluency and accuracy in their spoken English in conversations, discussions and when making presentations
- ◆ developing their ability to analyse, reflect on and improve specific aspects of their spoken and written English
- ◆ further developing independent language learning skills and strategies

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

- ◆ understand detailed language spoken in English in the context of everyday life and familiar contexts of work and study
- ◆ understand detailed language written in English in the context of everyday life and familiar contexts of work and study
- ◆ produce written English using detailed language to convey meaning in the context of everyday life and familiar contexts of work and study
- ◆ communicate orally in English, using detailed language, to convey meaning and show understanding in the context of everyday life and familiar contexts of work and study

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.scqf.org.uk).

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

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

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- ◆ apply language skills to understand and use detailed written and spoken English

Course assessment structure: question paper

Question paper: Listening

25 marks

The purpose of this question paper is to allow candidates to demonstrate breadth, challenge and application in the skill of listening for information in the contexts of everyday life, work and study.

Candidates will have an opportunity to demonstrate the following skills, knowledge and understanding from across the course:

- ◆ understand detailed language spoken in English
- ◆ identify the overall context, main points and aspects of detail
- ◆ identify clearly expressed opinions or attitudes

Candidates will listen to one monologue and two spoken interactions in English and respond in English to questions in English. The questions for listening assess understanding, application and analysis skills.

Marks are awarded for identifying, showing awareness of context, opinions or attitudes and key aspects of detail.

This question paper has a total mark allocation of 25 marks which is scaled to 20 marks. This is 20% of the overall marks for the course assessment.

Question paper: Reading

35 marks

The purpose of this question paper is to allow candidates to demonstrate breadth, challenge and application in the skill of reading in the contexts of everyday life, work and study.

Candidates will have an opportunity to demonstrate the following skills, knowledge and understanding from across the course:

- ◆ understand detailed language written in English
- ◆ identify the overall purpose, main points and aspects of detail
- ◆ identify how vocabulary, language features and text structures are used to convey meaning
- ◆ identify clearly expressed opinions or attitudes

Candidates will read three texts in English and respond in English to questions in English.

Marks are awarded for identifying, showing awareness of features of text, opinions or attitudes and key aspects of detail.

This question paper has a total mark allocation of 35 marks which is scaled to 25 marks. This is 25% of the overall marks for the course assessment.

Question paper: Writing

30 marks

The purpose of this question paper is to allow candidates to demonstrate breadth, challenge and application in the skill of writing.

Candidates will have an opportunity to demonstrate the following skills, knowledge and understanding from across the course:

- ◆ produce written English using detailed language to convey meaning
- ◆ use structures and vocabulary as appropriate to task
- ◆ use appropriate features of grammar, spelling and punctuation
- ◆ use conventions of style and layout appropriate to task

Candidates produce two written texts. They will respond to one task from the context of everyday life and one from the contexts of either work or study. Each task has some limited support for guidance; this will usually take the form of bullet points detailing suggestions appropriate to the topic.

Writing is assessed based on the marking criteria addressing content and organisation, use of language, accuracy and appropriateness to purpose and audience.

Marks are awarded for overall quality of the response, content and organisation, vocabulary and spelling, and grammar and punctuation which address the skills, knowledge and understanding, as detailed above.

This question paper has a total mark allocation of 30 marks (15 marks for Everyday Life and 15 marks for In Context) which is scaled to 25 marks. This is 25% of the overall marks for the course assessment.

Setting, conducting and marking the question paper

The question papers are set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Question paper: Listening

Candidates complete this question paper in approximately 35 minutes.

Question paper: Reading

Candidates complete this question paper in 1 hour and 10 minutes.

Question paper: Writing

Candidates complete this question paper in 1 hour and 10 minutes.

The table on page 1 indicates the scaling to raw marks for these question papers.

Specimen question papers for National 5 courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: performance

Performance: Speaking and Listening

30 marks

The purpose of this performance is to allow candidates to demonstrate breadth, challenge and application in the skills of speaking and listening. Candidates have a conversation in English on a chosen topic and in response to an assessment brief. They ask and respond to questions and initiate and support the interaction throughout, as appropriate.

The chosen topic is from one of the contexts of everyday life, work or study.

This performance gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ communicate orally in English, using detailed language to convey meaning
- ◆ use structures and vocabulary as appropriate to task
- ◆ maintain interaction as appropriate to task, showing understanding of spoken English

Candidates demonstrate understanding of spoken English by responding to relevant questions and comments.

This performance has a total mark allocation of 30 marks; 25 marks will be awarded for speaking and 5 marks will be awarded for listening. No scaling is applied to this component. This is 30% of the overall marks for the course assessment.

Setting, conducting and marking the performance

This performance is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under a high degree of supervision and control

Evidence is internally marked by centre staff in line with SQA marking instructions and externally verified by SQA in line with quality assurance procedures.

Marks for this component must be submitted to SQA by the centre.

Assessment conditions

Time

Candidates will be allowed 15 minutes of preparation time and then complete the performance in approximately 5–6 minutes. For a small group discussion, the duration of the interaction should be increased accordingly to ensure that each candidate has the opportunity to fully demonstrate their listening and speaking skills.

The conversation will be on a topic chosen from one of the contexts of everyday life, work or study. The candidate and the teacher or lecturer will agree the topic of the conversation prior to the assessment taking place. The teacher or lecturer will then prepare an assessment brief on the topic or an aspect of the topic with some limited support for candidates.

Setting the assessment brief:

The assessment brief should have clear instructions for the candidate on the topic or aspect of the topic to be discussed during the conversation.

There should be four or five bullet points relating to the topic that could be addressed during the conversation.

The topic and bullet points should ensure that there is sufficient challenge for the candidate to fully demonstrate a range of detailed language appropriate to the level. Examples of speaking and listening assessment briefs can be found in the ESOL SCQF level 5 Unit Assessment Support packs.

The preparation time allowed (15 minutes) and the length of the conversation required (5–6 minutes) should be included in the assessment brief.

The context and topic agreed with the candidate, and the assessment brief given to the candidate, provides an opportunity to demonstrate skills knowledge and understanding by:

- ◆ taking part in a conversation using appropriate structures, content and vocabulary
- ◆ communicating with sufficient accuracy and coherence to convey meaning
- ◆ responding to questions/comments from others to demonstrate an understanding of spoken English
- ◆ maintaining the interaction appropriately

Performance overview:

The speaking and listening performance is a conversation, using detailed English, with one other candidate, a learner who is not being assessed or another suitable interlocutor who could be the teacher or lecturer, or in a group of no more than three. If the conversation is with another candidate or learner, the teacher or lecturer should ensure that they are of a similar ability so as not to disadvantage any candidate.

Candidates will respond naturally to unrehearsed questions/comments from the other person or members of the group and ask questions of the other participant(s).

Candidates should be made aware that they may be required to initiate the conversation or to show they can initiate by introducing new topics during the course of the conversation. All candidates should have the opportunity to initiate either at the start of the communication or to do so during the performance, eg by introducing new or associated topics when they speak during the conversation.

The conversation should be as natural as possible.

Supervision, control and authentication

A teacher or lecturer should be present from the time the assessment brief is given to each candidate until the recording is complete.

After clarifying the assessment brief the teacher or lecturer should be present during the 15 minutes of preparation time to ensure that each candidate prepares alone and no discussion of the topic/assessment brief takes place.

The teacher or lecturer should operate the recording equipment and ensure that candidates have a means to know the time so they can aim to complete the conversation in approximately 5–6 minutes.

When candidates have finished the conversation the teacher or lecturer should conclude the assessment and save and clearly label the recording with each candidate's full name.

Resources

In the conversation, candidates may make use of the brief notes made on the assessment brief during the preparation time. However, the teacher or lecturer should make candidates aware that frequent reference to notes during the assessment could interfere with the natural flow of the conversation.

Reasonable assistance

Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Candidates should undertake the assessment when they are ready to carry out the performance. They should prepare for the assessment independently but may be given guidance or clarification of the task, topic and assessment brief prior to the start of the 15 minutes' preparation time.

The teacher or lecturer should distinguish clearly between providing this kind of guidance/clarification in advance of assessment and the risk of providing support for the assessment itself.

The teacher or lecturer listens to the conversation and only if required, may in exceptional circumstances ask relevant questions to ensure the candidate has sufficient opportunity to demonstrate understanding of spoken English. For example, if questions asked by the other participant(s) are unclear, or insufficient to allow the candidate to demonstrate understanding, the teacher or lecturer could ask further questions.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ the assessment brief given to candidates
- ◆ an audio/video recording of a paired conversation lasting 5–6 minute which should be retained by centres for verification purposes. For a small group discussion the duration of the recording should be increased proportionately

The teacher or lecturer must also complete the assessment record of the component marks for each candidate, which must be retained by the centre along with the recording.

Volume

This does not apply to the National 5 ESOL performance.

Performance marking instructions

In line with SQA's normal practice, the following marking instructions are addressed to the marker. They will also be helpful for those preparing candidates for course assessment.

General marking principles for National 5 ESOL Performance: Speaking and Listening

This information is provided to help understanding of the general principles that will be applied when marking this performance. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in the candidate performance.

- a Marks for each candidate performance must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- b Marking should always be positive. This means that, for each candidate performance, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- c Assessment should be holistic. There may be strengths and weaknesses in the performance; assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall performance.

Detailed marking instructions for National 5 ESOL Performance: Speaking and Listening

The candidate's performance will be marked in terms of content, accuracy, language use and ability to communicate intended meaning in accordance with the grade descriptions, using the detailed marking instructions.

The candidate's performance is described in terms of the following six main aspects:

- ◆ organisation, development and communication of ideas/opinions
- ◆ effectiveness and relevance of contribution
- ◆ accuracy and appropriateness of general and specialised vocabulary in context
- ◆ use of structure to communicate
- ◆ effectiveness of pronunciation
- ◆ understanding spoken English

Assessors should allocate a mark by following the instructions given below, and record this mark on the candidate assessment record, with a comment if clarification is required, justifying why the mark was awarded.

For each of the sections for speaking and listening, the assessor should select the band descriptor which most closely describes the candidate's performance.

Assessors can award the highest level descriptor for speaking and listening even if there are errors. These should not detract from the assessor's overall impression of the performance.

Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band for the candidate's performance.

Once the appropriate band descriptor has been selected, the assessor should follow this guidance:

- ◆ If the evidence almost matches the level above, award the highest available mark from the range.
- ◆ If the evidence just meets the standard described, award the lowest mark from the range.
- ◆ Otherwise the mark should be awarded from the middle of the range.

For band descriptors covering 4 marks, for example 12–9, assessors should reconsider the candidate's abilities in the six main aspects. If the candidate just misses a 12, award 11. If the candidate is slightly above a 9, award a 10.

The following tables for speaking and listening should be used to help assessors arrive at a mark.

Performance: speaking

Aspect of performance	Description of performance and mark							
	25–22	21–19	18–16	15–13	12–9	8–5	4–1	0
Organisation, development and communication of ideas/opinions	Coherent and well-organised output with limited and mostly natural hesitation.	Coherent and well-organised output with limited hesitation.	Coherent and organised output with limited inappropriate hesitation.	Mainly coherent and organised output with a level of hesitation which does not detract from communication.	Communication lacks coherence and organisation and hesitation interferes with the interaction.	Communication is not coherent and organised and hesitation interferes with the interaction.	No coherence or cohesion.	No evidence produced by candidate that matches descriptions of performance.
Effectiveness and relevance of contribution	<p>Contributes effectively and relevantly throughout the communication.</p> <p>Demonstrates the ability to initiate with ease and show sensitivity to the norms of turn-taking which support the development of the interaction in the context of the task.</p> <p>Fully achieves task with clear support for each point made.</p>	<p>Contributes effectively and relevantly to the communication.</p> <p>Demonstrates the ability to initiate and show sensitivity to the norms of turn-taking which support the development of the interaction in the context of the task.</p> <p>Fully achieves task with support for each point made.</p>	<p>Contributes effectively in order to maintain the communication.</p> <p>Demonstrates the ability to initiate and show general sensitivity to the norms of turn-taking which support the maintenance of the interaction in the context of the task.</p> <p>Fully achieves task with some support for points made.</p>	<p>Contributes mainly effectively in order to maintain the communication.</p> <p>Demonstrates sufficiently the ability to initiate and show general sensitivity to the norms of turn-taking which support the maintenance of the interaction in the context of the task.</p> <p>Achieves task.</p>	<p>Does not contribute effectively in order to maintain the communication.</p> <p>Task is only partially achieved.</p>	<p>Does not contribute sufficiently to maintain the communication.</p> <p>Communication is mainly irrelevant to task.</p>	<p>Does not contribute appropriately to the communication.</p> <p>Communication is not relevant to task.</p>	No evidence produced by candidate that matches descriptions of performance.

Aspect of performance	Description of performance and mark							
	25–22	21–19	18–16	15–13	12–9	8–5	4–1	0
Accuracy and appropriateness of general and specialised vocabulary in context	Shows knowledge of a reasonably wide range of general and specialised vocabulary and uses this accurately and appropriately within the context of the task.	Shows knowledge of a range of general and specialised vocabulary and uses this appropriately within the context of the task.	Shows knowledge of general and specialised vocabulary and uses this appropriately within the context of the task.	Shows knowledge of general and some specialised vocabulary and uses this appropriately within the context of the task.	Shows limited knowledge of general and specialised vocabulary or does not use this appropriately within the context of the task.	Shows very limited knowledge of general and specialised vocabulary and uses inaccurately within the context of the task.	Use of general and specialised vocabulary is insufficient and inaccurate.	No evidence produced by candidate that matches descriptions of performance.
Use of structure to communicate	Uses a wide range of structures, including some detailed structures, with a level of accuracy to clearly communicate the message.	Uses a sufficiently wide range of structures with an appropriate level of accuracy to clearly communicate the message.	Uses a range of structures with an appropriate level of accuracy to communicate the message.	Uses an adequate range of structures with a sufficient level of accuracy to communicate the message.	Uses a limited range of structures or does not display an appropriate level of accuracy to communicate the message.	Uses a very limited range of structures with a level of inaccuracy which impedes communication of the message.	Uses basic structures with a level of inaccuracy which impedes communication of the message.	No evidence produced by candidate that matches descriptions of performance.
Effectiveness of pronunciation	Production of English pronunciation features is clearly evident and effective.	Production of English pronunciation features is evident and effective.	Production of English pronunciation features is evident and mostly effective.	Production of English pronunciation features is evident and sufficiently effective.	The candidate lacks clarity in production of English pronunciation features.	Pronunciation features interfere with effective communication.	Pronunciation features impede communication.	No evidence produced by candidate that matches descriptions of performance.

Performance: listening

Description of performance and mark				
5	4	3	2	1–0
Listens attentively to partner and responds with a degree of fluency and spontaneity which fully supports the conversation.	Listens attentively to partner and responds with a degree of fluency and spontaneity which sustains the conversation.	Listens carefully to partner and responds appropriately and with a degree of fluency which maintains the conversation.	Attention to what is said by partner is not consistent throughout and responses are not always appropriate.	Does not listen to partner's contribution and responds inappropriately to what partner has said.
Understands in detail what is said clearly and with adequate discourse structure.	Understands all of what is said clearly and with adequate discourse structure.	Understands nearly all of what is said clearly and with adequate discourse structure.	Has difficulty in understanding some of what is said clearly and with adequate discourse structure.	Has difficulty in understanding most of what is said clearly and with adequate discourse structure even with support from partner.
Asks for clarification to check that they have understood what their partner intended to say, if required.	Asks for clarification to check that they have understood what their partner said, if required.	Asks for clarification to check that they have understood what their partner said, if required.	Does not ask for clarification on occasions when they have not understood their partner.	Does not ask for clarification when they have not understood their partner.

Grading

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- ◆ [National 5 ESOL subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [SQA ESOL qualifications and the CEFR](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Framework and SCQF level descriptors](#)
- ◆ [SCQF Handbook](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the specimen question paper and/or coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the course. Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment. Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their candidates, offering both breadth and depth.

The following provides a broad overview of subject skills, knowledge and understanding developed in the course.

- ◆ reading and writing, listening, and speaking skills in English in the context of everyday life and familiar contexts of work and study
- ◆ understanding and using detailed English language, as appropriate to purpose, audience and context
- ◆ applying knowledge and understanding of detailed language in practical and relevant contexts
- ◆ gaining confidence in their ability to understand a wide range of authentic written and spoken texts
- ◆ developing skills to use dictionaries and other reference tools effectively to support language learning
- ◆ experiencing a range of accents to increase confidence in their listening skills
- ◆ developing confidence, range and accuracy in their written English to produce texts for a variety of purposes
- ◆ developing confidence, range, fluency and accuracy in their spoken English in conversations, discussions and when making presentations
- ◆ developing their ability to analyse, reflect on and improve specific aspects of their spoken and written English
- ◆ further developing independent language learning skills and strategies

Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching for the National 5 ESOL course.

Learning about Scotland and Scottish culture will enrich the candidates' 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, teachers and lecturers can contextualise approaches to learning and teaching to Scottish contexts.

Learning and teaching settings

It is likely that the 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 teachers and lecturers should use their professional judgement in designing and delivering the course so that it is appropriate, relevant and motivating for individual candidates.

Personalisation and choice

Candidates will be motivated if they are actively involved in choosing themes and topics which are of particular relevance and interest to them. There are also opportunities to draw on texts and situations of local relevance to develop their language skills in real and authentic ways. It is important that individual candidates are given clear success criteria and receive accurate and regular feedback regarding their strengths and areas for development in language learning.

Themes, topics and texts should be chosen which are relevant and will motivate candidates. Where appropriate, extending the range and complexity of the language encountered, and encouraging an increase in range, fluency and accuracy of language produced will provide pace and challenge for candidates. It is important that, where the same topics are used at different levels, development is appropriate to the level and sufficiently challenging.

Candidates will benefit from keeping their own record of learning where they can reflect and 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 candidates' progress.

Enriching delivery

During the course of their language learning, candidates should be given the opportunity to:

- ◆ enhance their communication skills through the consistent development of the skills of reading, writing, listening, and speaking
- ◆ develop a knowledge of the structure of the English language and how it relates to their own language(s)
- ◆ extend their vocabulary for communicating on a wide range of topics in the contexts of everyday life, work and study
- ◆ raise their awareness of local and Scottish culture through choice of authentic materials, external visits and guest speakers
- ◆ raise their awareness of other cultures and the responsibilities of citizens
- ◆ develop generic skills such as working with others, research, presenting information, and IT

Formative assessment approaches should aim to help candidates progress through the course at their own pace, and enable them to demonstrate their achievements in the four skills of reading, writing, listening, and speaking in a range of ways. Teachers and lecturers

are to explore opportunities in the day-to-day learning and teaching activities to observe candidates and provide appropriate feedback on their progress.

Integration and sequencing of contexts and skills

The National 5 ESOL course can be delivered in a variety of ways. Learning and teaching should take an integrated approach to the four skills and the amount of time spent on each will depend on the prior skills of the candidates.

In the everyday life, work and study contexts of the course, candidates are engaged in activities which involve speaking to others, listening to others, reading and writing. Within a context and topic, candidates may read and listen before discussing and writing about the topic. They can also discuss tasks with peers, write notes, produce first-draft written pieces for review and receive feedback before completion. In class, group and paired activities, candidates are to use all four skills, and teachers and lecturers should actively promote this approach.

Timing and sequencing of the delivery of the contexts is at the discretion of the centre. Everyday life, work and study could be integrated within a programme, or there may be a preference to complete one context prior to the other depending on the priorities and aims of the candidates. Whichever approach is followed it should provide opportunities to consolidate learning, recycle language and emphasise the transferability of skills.

Example 1 — integrating contexts

If the topic of technology is being covered, this could be done first in the context of everyday life, followed by, for example a work context. This would facilitate the development of a wide range of vocabulary and language for the topic through reading and listening to different types of texts, discussing subtopics and writing in different styles from both contexts. Formative assessment could then take place for this topic in the relevant skills in everyday life and work contexts.

Example 2 — everyday life followed by work and/or study contexts

The personal, social and transactional language for day-to-day communication may be identified as a priority for candidates to develop prior to moving onto work or study. In this case a number of topics would be covered in this context developing vocabulary specific to the topics and recycling language for everyday communication. Formative assessment could be carried out on an ongoing basis or take place for this context, in the relevant skills, when the learning and teaching of the selected topics has been completed. The same approach can then be taken to the work or study contexts, covering a number of topics and carrying out formative assessment.

Example 3 – work and/or study contexts followed by everyday life

For some candidates, it may be supportive of their current work or study aims to focus on development of appropriate language in one of these contexts. For example, for candidates currently studying other subjects or on another course while studying ESOL, support with and development of academic English may be a priority. The process described in example 2 could then be reversed in terms of contexts but maintained for formative assessment.

Teachers and lecturers should explore opportunities to combine learning opportunities across different subject or topic areas, where this is appropriate.

Approaches to learning and teaching: everyday life

Guidance on each of the four skill areas to be demonstrated in the course assessment is outlined below.

Reading

Candidates are to be given experience of a range of detailed personal, social and transactional texts. In learning and teaching, a variety of strategies should be used to introduce candidates to reading texts which prepare them, in a supported way, to approach reading a text. They are to be encouraged to read widely at an appropriate level, discuss texts in detail and develop their abilities to use dictionaries and other reference material.

They should also be given the opportunity to practise the question types used to assess their reading in the Reading question paper.

Writing

Writing activities undertaken by the candidates should be varied and relate to the work done in the other skills in personal, social and transactional contexts. There should be a focus on improving the accuracy of their work with particular attention to expanding detailed vocabulary, consolidating and extending knowledge of detailed structures, developing fluency and gaining confidence in the use of English. Feedback from the teacher or lecturer, self-correction of texts and re-drafting will form an essential part of this process.

They should also be given the opportunity to practise the task types used to assess their writing in the Writing question paper.

Speaking

Opportunities for practise of detailed language can be maximised through pair and group work in the classroom, and candidates should be encouraged to have conversations, take part in discussions and make presentations on personal, social and transactional topics.

Candidates are to be encouraged to widen their use of spoken English outside the classroom in appropriate situations. Listening to spoken English, with an increasing focus on fluency, accuracy and features of the language, will contribute to the development of speaking skills at this level. Recording their conversations and discussions and presentations and listening to these with a focus on fluency, accuracy and features of the language will enable them to see their progress and be aware of how they can improve.

It is essential that they are accustomed to being recorded in preparation for the assessment for the performance: speaking and listening. They must be given the opportunity to practise the everyday life tasks, should this be the context chosen for the performance.

Listening

Candidates are to be exposed to a range of different voices and accents, both live and recorded. They should be encouraged to listen for overall meaning, key points and detail, and to identify clearly expressed opinions and attitudes. They should be given the opportunity to listen to different types of detailed personal, social and transactional conversations, discussions and monologues and apply the information in response to questions and in their practice and development of the other skills.

They should also be given the opportunity to practise the question types used to assess their listening in the Listening question paper.

The table below provides some examples of text types for reading and listening and activities for writing and speaking.

Reading text types	Writing activities	Listening text types	Speaking activities
Emails or letters.	Write personal emails or letters.	Radio programmes.	One-to-one conversations.
Newspaper articles.	Write an email or letter requesting or providing information.	TV programmes.	Group/paired discussions.
Magazine articles.	Write an email or letter of complaint.	Podcasts.	Role play in transactional contexts.
Blogs.	Write an article.	Film.	Giving short talks.
Websites.		Group conversations/ discussions in various contexts.	Deliver presentations.
Biographies.		One-to-one conversations in a variety of situations.	
Leaflets.		Guest speakers and external visits.	
Advertisements.			
Public notices.			
Question types	Tasks	Question types	Tasks
Gap-fill, multiple choice, pick-list, short answer and matching.	Writing tasks should be realistic within the context everyday life.	Gap-fill, multiple choice, pick-list, short answer and matching.	Speaking tasks should be realistic within the context of everyday life.

A thematic and topic based approach to developing all four skills

Themes and topics used must be of relevance to the needs and experiences of the candidates. Learning and teaching approaches chosen should provide as many opportunities as possible and practical to allow candidates to work collaboratively. Themes and topics may address social issues, personal experiences, community concerns, environmental issues etc.

The table below illustrates how teachers and lecturers may adopt a themed approach to the planning of teaching and learning alongside the development of detailed language vocabulary and structures.

Theme	Reading	Listening	Speaking	Writing
	Candidate activities			
Crime Topic example: vandalism	Read a text about vandalism and take notes or answer questions. Use a dictionary to support your reading of the text.	Listen to two councillors/ local people discussing the problem, and take notes or answer questions.	Have a discussion with your partner about this problem. Or Make a presentation on an aspect of the topic.	Use notes to write an email to your local council about the problem. Produce a first draft and make changes in response to feedback you are given.
Personal image Topic example: tattoos or body piercing	Project work. Research the topic, find material from the library, web or texts and take notes and identify sources. Use a dictionary to support your reading of the text.	Watch an interview with a famous person discussing the topic. Take notes on the views expressed or answer questions.	Have a group discussion on the topic and acknowledge different opinions. Or Deliver a presentation on an aspect of the topic.	Write an article for a college newsletter/blog on the topic. Produce a first draft and make changes in response to feedback you are given.

Approaches to learning and teaching: work and study

Guidance on each of the four skill areas to be demonstrated in the course assessment is outlined below.

Reading

Candidates are to be given experience of a range of appropriate work and study texts. If candidates are seeking work or exploring next steps in education, texts should relate to this purpose. In learning and teaching, a variety of strategies should be used to introduce

candidates to reading texts which prepare them, in a supported way, to approach reading a text. They are to be encouraged to read widely at an appropriate level, on work and study topics of interest to them, discuss texts in detail and develop their abilities to use dictionaries and other reference material.

They should also be given the opportunity to practise the question types used to assess their reading in the Reading question paper.

Writing

Writing activities undertaken by the candidates should be varied in style and relate to the work done in the other skills in work and study contexts. There should be a focus on improving the accuracy of their work with particular attention to expanding detailed work and study-related vocabulary, consolidating and extending knowledge of detailed structures, developing fluency and gaining confidence in the use of the variety of styles used in English for work and study. Feedback from the teacher or lecturer, self-correction of texts and re-drafting will form an essential part of this process.

They should also be given the opportunity to practise the task types used to assess their writing in the Writing question paper.

Speaking

Opportunities for practise of detailed language can be maximised through pair and group work in the classroom, and candidates should be encouraged to have conversations, take part in discussions and make presentations on work and study topics.

Candidates are to be encouraged to widen their use of spoken English outside the classroom in appropriate situations. Listening to spoken English, with an increasing focus on fluency, accuracy and features of the language, will contribute to the development of speaking skills at this level. Recording their conversations, discussions and presentations and listening to these with a focus on fluency, accuracy and features of the language will enable them to see their progress and be aware of how they can improve.

It is essential that they are accustomed to being recorded in preparation for the assessment for the performance: speaking and listening. They must also be given the opportunity to practise work or study tasks, should one of these be the context chosen for the performance.

Listening

Candidates are to be exposed to a range of different voices and accents, both live and recorded. They are to be encouraged to listen for overall meaning, key points and detail, and to identify clearly expressed opinions and attitudes in work and study contexts. They should be given the opportunity to listen to different types of detailed work and study-related interactions and monologues, and apply the information in response to questions and in class and group discussions of texts.

They should also be given the opportunity to practise the question types used to assess their listening in the Listening question paper.

The table below provides some examples of text types for reading and listening and activities for writing and speaking.

Reading text types	Writing activities	Listening text types	Speaking activities
Information from subject-based texts.	Complete application forms.	Extracts from talks, presentations, lectures.	One-to-one conversations in work/study-related contexts.
Information from work-based texts.	Write covering letters.	Radio programmes.	Group/paired discussions in work/study-related contexts.
Relevant reports.	Complete a CV.	TV programmes.	Role play in work/study-related contexts.
Newspaper/magazine articles.	Writing and responding to a formal email or letter.	Podcasts.	Give short talks on work/study-related topics.
Emails/letters.	Write a report.	Film.	Deliver presentations on work/study-related topics.
Workplace/place of study notices.	Write a discursive essay.	Group conversations/discussions in work/study-related contexts.	
Leaflets.	Write an article.	One-to-one conversations in a variety of work/study situations.	
Handbooks.		Interviews on work/study-related topics.	
Job/course advertisements and descriptions.			
Detailed instructions.			
Application forms (paper and online versions).			
Websites.			
Question types	Tasks	Question types	Tasks
Gap-fill, multiple choice, pick-list, short answer and matching.	Writing tasks should be realistic within the contexts of work and study.	Gap-fill, multiple choice, pick-list, short answer and matching.	Speaking tasks should be realistic within the contexts of work and study.

A thematic and topic-based approach to developing all four skills

Themes and topics used should be of relevance to the needs and experiences of the candidates. Learning and teaching approaches chosen should provide as many opportunities as possible and practical to allow candidates to work collaboratively. Themes and topics may address educational issues, educational attainment, personal ambitions or concerns, career pathways, work seeking and work-based situations etc.

The table below illustrates how teachers and lecturers may adopt a themed approach to the planning of teaching and learning alongside the development of detailed language vocabulary and structures.

Theme	Reading	Writing	Speaking	Listening
	Candidate activities			
College/ university courses Topic example: apply for a course	Research a chosen course using information from websites/ prospectus. Take notes under relevant headings. Use a dictionary to support your reading of the text.	Write a personal statement related to your chosen course. Produce a first draft and make changes in response to feedback you are given.	Role play the course interview. Or Deliver a presentation about the chosen course and answer questions about it.	Answer the course interview questions appropriately. Or Respond appropriately to the questions you are asked about the course following the presentation.
Work seeking Topic example: apply for a job	Read the chosen job description and specifications. Take notes under relevant headings. Use a dictionary to support your reading of the text.	Write a personal statement related to the chosen job. Produce a first draft and make changes in response to feedback you are given.	Role play the job interview. Or Deliver a presentation about the chosen job and answer questions about it.	Answer the job interview questions appropriately. Or Respond appropriately to the questions you are asked about the job following the presentation.

Preparing for course assessment

In preparation, candidates should be given opportunities to practise activities similar to what is expected in the course assessment. For example, centres can develop similar writing activities from the contexts of everyday life, work and study. Listening and reading activities similar to those in the course assessment must also be developed and practised. Candidates are also allowed 15 minutes preparation time prior to the conversation for the performance: speaking and listening.

In preparation for the listening section of the question paper, candidates should have the opportunity to practise:

- ◆ understanding detailed language spoken in English in recordings
- ◆ listening to spoken interactions and monologues on a variety of topics in the context of everyday life, and familiar contexts of work and study, identifying the overall context, main points and aspects of detail
- ◆ identifying clearly expressed opinions or attitudes
- ◆ responding in English to questions in English
- ◆ becoming familiar with the different types of questions used in the assessment
- ◆ listening to texts twice on a variety of topics, with little or no context or explanation given prior to listening
- ◆ taking notes in English while listening

In preparation for the reading section of the question paper, candidates should have the opportunity to practise:

- ◆ understanding detailed language written in English
- ◆ reading a variety of text types on a range of topics
- ◆ identifying the overall purpose, main points and aspects of detail
- ◆ identifying how vocabulary, language features and text structures are used to convey meaning
- ◆ identifying clearly expressed opinions or attitudes
- ◆ responding in English to questions in English
- ◆ making notes on a text in English under given headings
- ◆ becoming familiar with the different types of questions used in the assessment
- ◆ reading unseen texts on a variety of topics, and answering questions on the texts with no access to a dictionary
- ◆ completing a reading task under timed conditions

In preparation for the writing section of the question paper, candidates should have the opportunity to practise:

- ◆ producing written English using detailed language to convey meaning
- ◆ using structures and vocabulary as appropriate to task
- ◆ using appropriate features of grammar, spelling and punctuation
- ◆ using conventions of style and layout as appropriate
- ◆ using information, ideas, approaches and language to develop writing skills in English
- ◆ writing on a variety of topics for different purposes in response to specific tasks
- ◆ using a variety of appropriate styles in the contexts of everyday life, work, and study
- ◆ responding to unseen tasks with no access to a dictionary or other reference materials
- ◆ reviewing and self-correcting own writing
- ◆ completing writing tasks in timed conditions

In preparation for the performance: speaking and listening, candidates should have the opportunity to practise:

- ◆ using spoken language in a natural, spontaneous conversation on a variety of topics
- ◆ listening to other people speaking and responding appropriately and in a way that supports the interaction
- ◆ initiating conversations and initiating changes of direction within conversations
- ◆ using strategies to maintain and develop the interaction relevantly and effectively
- ◆ participating in conversations and discussions while being recorded
- ◆ using recordings to review their use of language, features of spoken English and the quality of their interactions
- ◆ developing their speaking and listening skills to maintain the interaction over the required 5–6 minutes for the performance
- ◆ participating in conversations on topics, or aspects of topics, with a previously unseen assessment brief
- ◆ using the 15 minutes preparation time for the performance effectively to make brief notes and consider a range of topic specific vocabulary

When preparing candidates for the listening aspect of the performance, there should be an emphasis on the candidates:

- ◆ providing ample opportunity for their partner to fully participate
- ◆ asking questions if their partner is not fully participating
- ◆ listening carefully to what their partner says throughout the conversation
- ◆ responding in a way that develops their partners comments before moving onto the points that they want to make
- ◆ not taking very 'long turns' as these make it harder for their partner to respond appropriately to what has been said
- ◆ beginning and concluding the conversation appropriately

Developing skills for learning, skills for life and skills for work

Course planners should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

The table below provides some suggested opportunities for how these skills can be further developed in the course.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<p>1 Literacy</p> <p>1.1 Reading</p> <p>1.2 Listening and talking</p> <p>1.3 Writing</p>	<p>Literacy in English is fully integrated into the ESOL course at National 5. Throughout the course, candidates will develop their skills in reading, writing, listening and speaking in an integrated way. The learning and teaching approaches described in this document address the development of literacy in English.</p>
<p>4.6 Citizenship</p> <p>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; being aware of global issues; understanding one's responsibilities within these, and acting responsibly.</p>	<p>Learning about the culture, customs, practices, beliefs, and rights and responsibilities should be integral to learning English in an English speaking country. The candidates bring to the course global perspectives on the themes and topics that form the course content, in the contexts of everyday life, work and study.</p> <p>The course should develop candidates' understanding of citizenship issues in Scotland as well as encouraging understanding of other cultures and communities. This should include developing understanding of Scotland as a multi-cultural and multi-lingual country.</p>

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<p>5.3 Applying</p> <p>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>Where possible, candidates should be given the opportunity to apply the skills, knowledge and understanding they have developed to new topics and contexts. Candidates will use what they know already, for example when they use a familiar structure for writing but use different content. Candidates 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> <p>Candidates will apply their language skills outside the learning and teaching environment and their experience of using English in everyday life, work and study should be frequently addressed and reviewed.</p>

The course materials used in the learning and teaching environment should reflect the outside world in which candidates are operating. Where candidates are learning English in schools, further education colleges or community settings, course materials should support the candidates with the systematic development of English language skills in their everyday communication and in the study and work-related contexts in which they are operating. Candidates should be encouraged and supported to use their English effectively to improve their own or others' health and wellbeing, educational opportunities, and employability.

Appendix 2: illustrative language tables

This appendix contains illustrative guidance to support the development of candidates' language in a systematic way. As ESOL candidates have to develop both everyday language, and work and study-related language to access topics used in study and 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 the contexts of work and study 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 candidate 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 life, to work and study-related contexts. Taking this perspective, it also means that the skills can be taught and supported in an integrated way for practice and for course assessment — as would happen naturally in the learning context.

Illustrative language table 1 (ILT1) shows language and skills at different ESOL levels:

- ◆ Work on language features is graded from 'concrete' to 'abstract', 'familiar' (known context) to 'unfamiliar' (unknown context), developing both everyday life and subject or context specific language.
- ◆ Language is set out at word, sentence, and text/paragraph level, followed by strategies for the four skills of reading, writing, listening, and speaking.

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.

Illustrative language table 1 (ILT1)

Language and skills for National 5 ESOL: detailed/familiar	
Language at word level	<p>Focus on formation (root/stem/prefix/suffix); spelling Meaning: denotation, connotation, figurative, literal Choice: standard/dialect/colloquial/slang</p>
National 5 detailed/familiar	<ul style="list-style-type: none"> ◆ revise and build on National 4: encounter and practise general vocabulary ◆ spelling more complex words; explore how to work out meaning from parts of the word ◆ more specific determiners: some/any/no/none ◆ intensifiers/indications of certainty ◆ specialised words more systematically encountered and used ◆ make considered word choice related to register and communication purpose; register used appropriately within the context. Euphemisms, colloquial expressions, slang
Language at sentence level	<p>Focus on word order for information focus; combining phrases to sentence structure for clarity; simple/compound/complex. Standard/dialect/slang</p>
National 5 detailed/ familiar	<ul style="list-style-type: none"> ◆ build detailed sentences with expanded phrases ◆ use some abstract noun phrases; nominalisation of the verb phrase, ie 'behave' to 'behaviour' ◆ 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 ◆ identify concepts with more sophisticated use of determiners; compounds of some, any, no, every; zero article for generalisations; quantifiers and intensifiers ◆ more detailed use of connective adverbs: indicating addition, opposition, reinforcing, explaining, listing, indicating result, indicating time

Language and skills at text/ paragraph level	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. Use across the four skills of, reading, writing, listening and speaking.
National 5 detailed/familiar	<ul style="list-style-type: none"> ◆ understand and use both layout and organisation of detailed and/or familiar abstract text, and talk appropriate to purpose ◆ develop sections and paragraphs to form a coherent whole, making it clear for the reader ◆ explore genres, including tasks requiring detailed and familiar abstract language ◆ express opinions and support (with detail and justification) a point of view ◆ report evidence to support statements ◆ apply organisers such as chronological sequence; general to specific; one approach, another approach; cause effect; problem solving ◆ use evaluation and associated verb forms ◆ generalise ◆ summarise
Reading	<ul style="list-style-type: none"> ◆ build on and develop skills from National 4 ◆ explore different text structures to learn how to read and follow an argument using rhetorical organisation in detailed factual texts ◆ practise note-taking from a limited number of different types of written text. Paraphrase information for reading purpose ◆ read critically to distinguish main points from detail and fact from fiction. Critically analyse/review/infer from/interpret information ◆ extract information to complete tables, graphs, grids ◆ read between the lines, infer meaning, read attitude from detailed texts ◆ research topics from several sources and use the information to produce longer presentations and written texts in groups and solo

Writing	<ul style="list-style-type: none"> ◆ build on and develop skills from National 4 to manage punctuation and sentence structure of detailed language ◆ explore more complex genres relevant to everyday life, work and study contexts: notices, memos, minutes, reports, procedures, explanations, contracts, CVs, letters of application ◆ notice and practise the way writer's attitude is expressed ◆ research familiar and more complex topics, take notes and practise summarising to use information in assignments or tasks ◆ develop an argument: classify, categorise, describe processes, objects, and location, simple data description, explain procedure, compare, contrast, evaluate, recommend
Listening	<ul style="list-style-type: none"> ◆ build on and develop skills from National 4. Identify purpose and genre of monologue, dialogue and group interactions of detailed but familiar events ◆ deduce meaning of unknown words and phrases when given enough time ◆ interpret attitudes and infer meaning. Distinguish facts from opinion. Listen critically and identify purpose of event: persuade, inform, entertain, etc ◆ explore listening to a variety of formats (audio, radio, film, TV) to practise note-taking, summarising, matching spoken information to written texts ◆ paraphrase information for purpose. Extract information to complete graphs, tables, grids, find out times, distances, number and size ◆ further work on a variety of accents
Speaking	<ul style="list-style-type: none"> ◆ build on and develop skills from National 4 ◆ work on maintaining a good flow of speech, attempting both simple and detailed structures. Work on word stress for less familiar key words ◆ self-monitor pronunciation and self-correct to ensure intelligibility ◆ work independently, using variety of media to interact with others in institutional settings (education or work establishments). Practise interview skills ◆ make presentations: structure information to suit purpose: summarise, contrast ◆ make use of accepted genre conventions for more detailed interactions such as advising, persuading, convincing, complaining, expressing regret ◆ participate in one-to-one and group discussions; chair a meeting; agree, disagree appropriately; change the subject; record and analyse interactions

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.

	Genre/purpose: text response			
contexts	personal response	review	interpretation	critical response
personal	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)
social	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
trans-actional	respond to an everyday communication	talk about how you responded to an everyday communication	consider a response to an official communication (from the NHS, bank, local council, etc)	consider the best approach to solving a transactional problem, viewing it from all angles
work	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
study	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

Genre/purpose: stories				
contexts	recount	narrative	exemplum	anecdote
personal	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
social	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
trans actional	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
work	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
study	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
Genre/purpose: procedures				
contexts	procedure	procedural recount		
personal	help a family member	talk about how you helped a family member		
social	give directions; organise an activity/event; talk about how you would like to do something	recommend shopping online		
transactional	complete forms	make phone calls/leave messages		
work	give instructions for procedure	talk about how something was done in the past		
study	detail how to do experiments/carry out observations	recount experiments and observations (methodology)		

Genre/purpose: information reports			
contexts	descriptive report	classifying report	persuasive report
personal	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
social	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
trans-actional	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
work	prepare or read applications	prepare or read CVs	explain to your boss a need for some new resource at work
study	classify and describe a phenomenon	classify and describe types of phenomenon	make a recommendation based on evidence
Genre/purpose: explanations			
contexts	sequential explanation	factorial explanation	consequential explanation
personal	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
social	explain how to do something to a group	give causes or reasons for a decision to a group	give advice
trans-actional	prepare and understand procedures in social structures	explain the thinking behind systems or procedures (eg finance and managing money)	recommend strategies for managing finance
work	prepare and understand procedures at work	explain the thinking behind work systems or procedures	explain the thinking behind work strategies and long term goals
study	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

Genre/purpose: factual stories				
contexts	autobiographical recount	biographical recount	historical recount	historical account
personal	recount life events	recount life stages	recount family events in the past	explain how you learned something
social	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
trans-actional	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
work	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
study	recount methodology	recount chronological developments	recount historical events	explain historical events
Genre/purpose: arguments				
contexts	exposition		discussion	
personal	make arrangements; talk about something you would like to do		compare items, places, events to make a choice	
social	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	
transactional	make phone calls/leave messages		plan how to discuss an ailment with a doctor	
work	use and understand problem-solving strategies		consider/plan how to discuss something with a work colleague or boss	
study	argue for a point of view		discuss two or more points of view; draw on informal or formal sources (as appropriate to candidate level)	

Administrative information

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History of changes to course specification

Version	Description of change	Date
2.0	Course support notes added as appendix.	July 2017
3.0	Reading question paper extended by 10 minutes.	September 2018
3.1	UK NARIC benchmarked CEFR information added.	November 2019

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