



Scottish Qualifications Authority

English for Speakers of Other Languages Guide to Higher Course for Further and Higher Education



Introduction

The objective of this document is to provide Further and Higher Education Institutions with a brief overview of the Higher Course in English for Speakers of Other Languages (ESOL) with a particular focus on the study-related content. It will provide some examples of typical internal and external assessment tasks and show how the outcomes of the Course will equip learners whose first language is not English to progress to further study. As the guide contains extracts from National Assessment Bank materials it is not intended for use by candidates.

1. Course Structure

The Course gives equal weight to all four skills – Speaking, Writing, Listening and Reading and allows candidates to specialise in study or work-related English depending on whether they wish to progress to further study or into work.

Students wishing to progress to further study are advised to choose the Study-related Contexts Unit. For this reason Section three of this guide focuses on the content of the Study-related Contexts Unit.

Internal Assessment	<p>One mandatory unit:</p> <ul style="list-style-type: none"> ◆ English for Speakers of Other Languages: Everyday Communication (12 SCQF points); <p><i>and</i></p> <p>One of the following two optional units:</p> <ul style="list-style-type: none"> ◆ English for Speakers of Other Languages: Work-related Contexts (6 SCQF points) <p>English for Speakers of Other Languages: Study-related Contexts (6 SCQF points).</p>	<p>Each Unit has four outcomes assessing the skills of Speaking, Writing, Listening and Reading.</p>
External Assessment	<p>Question Paper (3 hours) (6 SCQF points)</p> <ul style="list-style-type: none"> ◆ Paper 1: Listening - 25 marks ◆ Paper 2: Reading - 25 marks Writing - 25 marks <p>Speaking Assessment, 25 marks (8-10 minutes)</p> <p>Derived from Speaking assessment of ESOL: Everyday Communication Unit. See section 4.4 for more information.</p>	

2. Assessment Objectives

The objectives of Unit and Course assessment are to allow candidates to:

- demonstrate sufficient command of the structures of English for effective communication
- understand complex and idiomatic language in familiar situations
- recognise different registers and operate appropriately in personal and social, study-related or work related contexts
- interact with fluency and spontaneity
- understand the purpose and content of complex texts
- produce clear, detailed text in personal and social, study-related or work-related topics
- explain a viewpoint on an issue giving the values of various options

3. Internally Assessed Unit Assessment

Each of the mandatory and optional Units has four outcomes assessing the skills of Speaking, Writing, Listening and Reading. Assessment of Speaking and Writing skills in the ESOL: Study-related Contexts Unit includes researching, referencing, editing and drafting, note taking, summarising, giving a presentation and producing writing in an academic style. Below are examples of Speaking, Writing and Listening assessments.

3.1 Outcome 1 – Communicate orally in English for Study Purposes

An Academic Field

You are going to give a short presentation on an academic field which is of interest to you, to an audience who may not have any specific knowledge of the field that you have chosen. You should carry out some research to find out more about the academic field. Your presentation can include reasons for choosing this field, main areas, importance and future developments but it does not have to and it is part of your preparation to decide on content and organisation.

You may ask for clarification when you are given this task but you should research, prepare and deliver the presentation without further support. You could use notes to help you but your presentation cannot be read out. You should choose a number of headings and write brief notes under each heading. You should also list any sources that you use on this sheet. Before doing your presentation you should look at the observation checklist that the assessor will be using to ensure that you have considered all the aspects of your presentation that will be assessed. Your presentation should be 5-6 minutes duration.

3.2 Outcome 2 – Produce written English for Study Purposes

Comment on the following statement about voting trends and young people in the UK with reference, where appropriate, to the table below. Research the task using two appropriate and fully referenced sources of information. Your essay must be written in your own words and the information it contains must not be copied from the sources.

Statement

“There is no good news for those who see involvement by young people as the hope of the future. On the contrary, today’s youngsters are less likely to participate, or to want to be involved than their elders, or than young people were previously. Only 60% of the 18-24 group are registered to vote (versus 92% of the general population).”

Breakdown of who voted in the 2005 UK general election	
Total turnout	
61%	
Age	Turnout
18-24	37%
25-34	48%
35-44	61%
45-44	64%
55-64	71%
65+	75%

Source: Cornthwaite J 2000, Politics and Citizenship? Young People Don’t Want to Play, Adam Smith Institute Available from: <http://www.mori.com/polls/2000adamsmi.html>

3.3 Outcome 3 – Demonstrate an understanding of spoken English in study-related contexts

Listen to the recording of a university lecturer talking about the relationship between wealth and depression and complete the student’s lecture notes by writing one or two words in each gap. You will hear the recording twice. You will have 3 minutes to read the notes before the recording begins. You will also have 2 minutes between the two recordings.

Affluence and depression

Psychology must use¹ to back up any claims it makes – and not.....² True that³ Countries have more mental illness. However, in developed nations, doesn’t seem to matter how⁴ you are, in relation to your happiness (e.g. no difference in happiness between 22⁵ and the average person).

Since⁶ affluence has risen but we are now more likely to suffer from⁷ Lecturer suggests that⁸ don’t want too advertise this fact. For

example, a 25 year old American is 3 to⁹ more likely to suffer from depression. The same is true here in¹⁰

Lecturer suggests that if we value our¹¹ alongside our physical welfare,¹² should not be the main goal of our politicians. He finished by saying should meet the needs of our children as it is the¹³ they receive, not our¹⁴ which determines how much we can enjoy our affluence in later life. A child with parents who¹⁵ have a greater¹⁶ of depression.

4. Externally Assessed Course Assessment

Course assessment examines candidates' development, retention and integration of skills and knowledge of English under timed conditions. This section provides information on the components of the Externally Assessed Course Assessment including the variety of assessment tasks within each aspect of the Question Paper. It also gives some examples of the Writing and Speaking components of the external assessment.

4.1 Paper 1 Listening

Three short texts selected from a wide range of sources, including monologues, news bulletins, interviews, conversations, and discussions in both formal and informal contexts. 15-25 short answer or restricted response questions covering all three texts (30 minutes).

4.2 Paper 2 Reading

Two written texts reflecting different writing styles, contexts and registers. A variety of question types including gap fill, restricted response, paraphrasing and word definition covering both two texts totalling approximately 1600 words in a recommended time of 40 minutes.

4.3 Paper 2 Writing

Part 1: Proof reading exercise including identification and correction of 10 spelling and grammar related errors. 150 words in a maximum time of 10 minutes.

Part 2: One writing task which may be a formal or informal letter, e-mail, article for school/college/community newsletter. A minimum of 140 words in a maximum time of 30 minutes.

Part 3: One extended writing task from a choice of two tasks relating to **EITHER** study **OR** work purposes. Examples are writing a formal report using information from a diagram, table or chart. Minimum of 240 words in a maximum time of 50 minutes.

Example of Writing Assessment Relating to Study Purposes

The tables below show the housing, house prices and income trends in the city of Newby from 1995-2005. There are concerns about the shortage of affordable housing in the area as a result of increased house prices and a lack of cheaper accommodation available to rent.

Write a formal, academic report for a college lecturer. Cover the following:

- Outline the current situation, indicating the availability of affordable housing, with reference to the table below.
- Make recommendations for future policy on affordable housing in Newby.

Key Indicators: 1995 to 2005

	1995	2005	% change
Estimated stock of housing	2,230	2,389	7.13
% owner occupied	58	66	13.79
% rented from city council	31	16	-48.39
Total new houses or flats completed	24,325	24,842	2.13
Private sector	18,310	24,842	2.13
City Council	6,015	0	-100.00
Average House Price (£)	53,143	136,205	156.30
Average Income per Purchases (£)	20,928	37,799	80.61

4.4 Speaking

The speaking assessment component of the external assessment is derived from the speaking assessment in the “Everyday Communication” Unit. Candidates are expected to take part in an in-depth discussion of a topic. Performance criteria in the Observation Checklist cover such areas as pronunciation, range and complexity of vocabulary and structure, accuracy, fluency and ability to initiate and support the discussion.

Outcome	Assessments	Topic
Communicate orally in English for personal and social purposes	Task A (2 minutes) Part 1 Personal life: conversation	Personal life: conversation
	Part 2 (6 – 8 minutes) (a) You and the world (b) A changing diet (c) Environmental issues	Current affairs Social environment Physical environment

	<p>Task B Part 1 (2 minutes) Personal life: conversation</p> <p>Part 2 (6-8 minutes) (a) Public services (b) Examinations (c) A place you both know</p>	<p>Personal identity</p> <p>Current affairs Social environment Physical environment</p>
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Examples of Speaking Assessments

i. Current affairs – You and the world

Discuss

- How much recent events in the world have affected your life
- Changes in the political balance in the world today
- How much an individual can contribute to political change now and whether or not this may change in the future.

ii. Physical environment – Environmental issues

Discuss

- Factors which you believe are the most important for governments to address to safeguard the environment e.g. climate change, endangered species, waste management.
- Ways in which individuals can help the environment in their everyday lives
- How life in cities could be changed in the future to help the environment

Further Information

For more information on the ESOL: Everyday Communication and ESOL: Work-related Contexts for Work Units as well as SQA's full range of ESOL Courses and Units from Access 2 to Higher visit www.sqa.org.uk/esol. National Assessment Bank materials and Examples of Candidate Work for all levels can be found on SQA's password protected secure website www.sqa.org.uk/sqasecure.

Contacts

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