



Unit specification: general information

Unit title: ESOL for Work – Reading

Unit code: F368 04

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Summary

This Unit is one of three mandatory units which together comprise the certificate in ESOL for Work at SCQF Level 5. It has been designed for candidates whose first language is not English but who need to develop their ability to use English in a broad vocational context. While studying this Unit candidates will develop their level of competence in the skill of reading in English for work purposes. Candidates undertaking this Unit will already have a reasonable command of English and will develop their ability to understand written English in work contexts.

Outcomes

1. Use different reading strategies to find and obtain information from work-related sources
2. Obtain specific information from work-related sources

Recommended entry

Candidates wishing to undertake this qualification should be able to demonstrate competence in ESOL at a level equivalent to SCQF Level 4. Where a candidate does not have a recognised ESOL qualification at a comparable level, entry is at the discretion of the centre. Centres are encouraged to give recognition to prior learning, for example by means of a short, informal diagnostic test.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**SCQF credit 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 SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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 SQA.

Outcome 1

Use different reading strategies to find and obtain information from work-related sources

Assessment Criteria

- (a) Understands information in a work-related text.
- (b) Identifies main points and specific detail in a work-related text.
- (c) Infers meaning in a work-related text.

Outcome 2

Obtain specific information from work-related sources

Assessment Criteria

- (a) Uses organisational and structural features such as grammar and punctuation, to locate information in a work-related text.
- (b) Uses an appropriate reading strategy to retrieve relevant information in a work-related text.

Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Performance and written evidence is required to demonstrate that the candidate has achieved all of the Outcomes and Assessment Criteria for this Unit.

The evidence may be produced at different points throughout the Unit, or towards the end of the Unit when candidates will have had the opportunity to build language skills.

Candidates are expected to develop their skills in the broad vocational context of work. Candidates are expected to provide evidence in work related topics for each Outcome.

Outcome 1

A practical reading assignment will be set for candidates. Evidence will be produced in response to a clear candidate brief and must consist of one comprehension text taken from a general work related theme and based in a work related context.

The text will consist of approximately 400 words. A task will be set for the candidate that requires him/her to complete a series of questions and/or follow a series of instructions that demonstrate their understanding and recognition of the purpose(s) of the text.

This assessment will take the form of a test that will last a maximum of 40 minutes. The test will be conducted in supervised conditions. It is likely that the test will be conducted towards the end of the Unit. Monolingual dictionaries may be used.

This part of the test will be conducted under open-book conditions.

Outcome 2

A practical work related task which tests the skill of scanning. There will be 10 minutes preparation time for candidates to read the questions. A further 10 minutes will be allowed to scan the text and answer the questions. Monolingual dictionaries may be used during the preparation time but may NOT be used to answer the questions.

This assessment will consist of table completion, matching and/or open-ended questions. This will require the candidate to answer a series of questions that demonstrates an ability to scan texts of approximately 700 words effectively and be able to identify specific details.

This part of the test will be conducted under closed-book conditions.

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 60 hours.

Guidance on approaches to assessment for this Unit

SQA Assessments for this Unit exemplify the national standard. Centres who wish to design their own assessments should refer to the Assessments to ensure a comparable standard.

Details of the appropriate conditions for assessment of competence in this Unit are outlined in the 'Evidence Requirements for the Unit'. Centres must make sure that all Unit assessment is carried out under the stated conditions.

If re-assessment is required, an alternative task should be selected and assessment should be carried out under these same conditions.

Candidates should be given a clear understanding of the timing, conditions and nature of Unit assessment. Time should be made available for them to familiarise themselves with this and to clarify aspects with the teacher/tutor/lecturer.

The evidence required may be produced at different points throughout the Unit, or towards the end of the Unit when candidates will have had the opportunity to build language skills.

In relation to each Outcome, the following guidance is given: **N.B. this guidance is particularly important where a centre chooses to design its own assessment.**

Outcome 1 - Use different reading strategies to find and obtain information from work-related sources

The texts used may include articles and reports from newspapers and magazines, journals, correspondence and extracts from books and the Internet. Candidates will be expected to demonstrate understanding of the text by answering a series of questions. Appropriate types of questions would be:

- completion of diagrams, tables and charts
- note taking
- sentence completion
- multiple choice
- classification
- open/closed
- summarising

Unit specification: support notes

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Guidance on approaches to assessment for this Unit (cont)

One text of approximately 400 words on a work theme will be used. In order to make use of authentic texts the number of words may vary according text type and to the skills being tested. The candidate will be given a maximum of 40 minutes to complete the task. Monolingual dictionaries may be used.

Outcome 2 – Obtain specific information from work-related sources

The texts used may include material adapted from authentic manuals, instruction booklets, vocational training texts and texts adapted from Health and Safety documentation. It may also include specific workplace texts and materials. Candidates will be expected to read the text and answer a series of questions.

This assessment will consist of table completion, matching and/or open-ended questions. This will require the candidate to answer a series of questions in a manner that demonstrates an ability to scan texts effectively and be able to identify specific details. The candidate will have 10 minutes to read and understand the questions, with the help of a monolingual dictionary, before being given the text.

The text of approximately 700 words will be on the theme of work and will contain a range of specialist key terms that relate to a work context. In order to make use of authentic texts the number of words may vary according to text type and to the skills being tested. The candidate will be given 10 minutes to scan the text and complete the task.

In Unit assessments candidates will be expected to demonstrate their understanding of reading by attempting a series of questions. Learning and teaching should include time for candidates to practise answering these types of questions. Appropriate question/activity types for candidates to practise can be found in the Tutor Support Pack.

There is considerable potential in the classroom for candidates to tackle themes and topics in a way that practises both reading skills and techniques for meeting the assessment criteria successfully by using reading texts in parallel with worksheets, discussion tasks, and a variety of material that requires a response to the texts. Material and tasks used to prepare candidates for assessment should reflect those that candidates are likely to encounter in a work context. Care should be taken not to select material that is culturally loaded.

Note: for further information and guidance on Teaching and Learning for this unit and for the complete Certificate in ESOL for Work at SCQF Level 5, please refer to the support pack: **Guidance on Teaching and Learning: The Certificate in ESOL for Work at SCQF Level 5**

Unit specification: support notes

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Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
002	Updated to new Unit Shell and clarification about credit value added.	March 2011

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