



**English for Speakers of Other Languages
Higher**

Second edition — published May 2007



NOTE OF CHANGES TO ARRANGEMENTS SECOND EDITION PUBLISHED MAY 2007

COURSE TITLE English for Speakers of Other Languages (Higher)
COURSE NUMBER: C222 12

National Course Specification: The Course specification has been amended to state that there is no automatic certification of Core Skills.

National Unit Specifications:

English for Speakers of Other Languages: Everyday Communication (Higher) DV34 12	The Unit specification has been amended to state that there is no automatic certification of Core Skills.
English for Speakers of Other Languages: Work-related contexts (Higher) DV35 12	The Unit specification has been amended to state that there is no automatic certification of Core Skills.
English for Speakers of Other Languages: Study-related contexts (Higher) DV36 12	The Unit specification has been amended to state that there is no automatic certification of Core Skills.

Administrative Information

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National Course Specification: (cont)

COURSE English for Speakers of Other Languages (Higher)

CREDIT VALUE

The Higher English for Speakers of Other Languages Course is allocated 24 SCQF credit points at SCQF level 6.

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

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Course.

National Course Specification: course details (cont)

COURSE English for Speakers of Other Languages (Higher)

RATIONALE

This Course has been designed to provide candidates whose first language is not English with the opportunity to obtain an appropriate Higher qualification in English for Speakers of Other Languages.

In Scotland today, as in the rest of the UK, the need for social inclusion of all communities is a priority which reflects a national commitment to supporting diversity. It is also a priority because Scottish society is composed of different groups and individuals, many of whom have come to live or work in Scotland, bringing with them a wealth of other cultures and languages. Social inclusion comes about when individuals and communities work together to ensure that all members are accepted and can function effectively as citizens. This can only happen when all members of the community have access to progression routes in education and employment. The path to both of these progression routes becomes easier when the individual is competent in communicating in English. For those members of the community whose first language is not English, it is therefore very important that they have opportunities to learn English and develop their ability to use the language in personal and social, work and/or study contexts. While there are many different Courses for those who speak English as their first language, these do not meet the needs of those for whom English is not their first language. This is because they do not focus specifically on developing candidates' skills in communicating in English in the context of daily life.

The Higher *English for Speakers of Other Languages* Course offers certificated progression for candidates who seek to develop and enhance their abilities in reading, writing, speaking and listening in contexts where English is the medium of communication. The Higher Course provides an opportunity for candidates to demonstrate language competence at a level where they can actively participate as citizens in Scottish society. The Course develops skills and knowledge of English which may allow progress to employment and/or to further study at further education colleges or higher education institutions where English is the medium of communication.

The Course consists of one mandatory Unit, *English for Speakers of Other Languages: Everyday Communication*, and two optional Units, *English for Speakers of Other Languages: Work-related contexts* and *English for Speakers of Other Languages: Study-related contexts*. Candidates study the one mandatory Unit and one of the optional Units.

The aims of the Course are to allow candidates to:

- ◆ develop skills in reading, writing, listening and speaking in English
- ◆ widen their understanding of how language works
- ◆ develop confidence in interacting with others in a variety of contexts using the English language medium
- ◆ increase their linguistic knowledge of specific aspects of work or study in contexts where English is the medium of communication
- ◆ take a more active role as citizens
- ◆ move to further study in an English speaking environment

National Course Specification: course details (cont)

COURSE English for Speakers of Other Languages (Higher)

COURSE CONTENT

The Course consists of one mandatory Unit (*English for Speakers of Other Languages: Everyday Communication*) and one optional Unit from a choice of two (*English for Speakers of Other Languages: Work-related contexts* **or** *English for Speakers of Other Languages: Study-related contexts*).

A summary of the content of each Unit appears below:

1 Mandatory Unit:

All candidates must study this Unit:

English for Speakers of Other Languages: Everyday Communication

The Unit is designed for candidates whose first language is not English but who need to be able to use English in broad personal and social contexts. While studying this Unit candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for personal and social purposes. The broad social context of this Unit is intended to support candidates who need to use English as the language of everyday communication.

2 Optional Units:

Candidates must study **one** of these Units:

English for Speakers of Other Languages: Work-related contexts

The Unit is designed for candidates whose first language is not English but who need to be able to use English in a work context. It is intended for candidates who need English language skills to undertake work experience, or to prepare for employment. While studying this Unit candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for work purposes.

OR

English for Speakers of Other Languages: Study-related contexts

The Unit is designed for candidates whose first language is not English but who need to be able to use English in the context of study. It is intended for candidates who need English language skills to study in the medium of English at further education colleges or higher education institutions. While studying this Unit, candidates will develop their level of communicative competence in the skills of speaking, listening, reading and writing in English for the purpose of study.

A detailed outline of the content of each Unit can be found in the relevant Unit specification.

National Course Specification: course details (cont)

COURSE English for Speakers of Other Languages (Higher)

ASSESSMENT

To achieve the Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

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

Unit assessment

Performance and written/recorded oral evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria for each Unit.

The skills of speaking and writing will be assessed through a practical language assignment for each Unit. Candidates will be required to complete speaking and writing tasks. In relation to the *English for Speakers of Other Languages: Everyday Communication* Unit, the speaking tasks will be paired interactions. If candidates choose the *English for Speakers of Other Languages: Work-related contexts* Unit, the speaking task will be a presentation on a work-related topic. If candidates choose the *English for Speakers of Other Languages: Study-related contexts* Unit, the speaking task will be a presentation on a study-related topic. The assessor will observe the spoken interactions and presentation and complete an assessor checklist which must be retained as evidence. Candidates will also be required to produce drafts and final versions of written pieces of work under supervision. Candidates will be allowed access to notes and a dictionary. An assessor checklist will support the written tasks and provide evidence that each piece is the candidate's own work.

The skills of listening and reading will be assessed through a test for each Unit which will be conducted under controlled, supervised conditions. Listening will be assessed under closed-book conditions but candidates will have access to dictionaries during the assessment of reading skills. Candidates will demonstrate understanding by responding to a series of short-answer questions which relate to the spoken and written English.

Further details about Unit assessment for this Course can be found in the NAB materials and in the Unit Assessment Specifications.

National Course Specification: course details (cont)

COURSE English for Speakers of Other Languages (Higher)

Course assessment

The Course assessment has two components:

- ◆ a Question Paper
- ◆ a Speaking assessment

The Question Paper is divided into two parts and has a total of 75 marks available. There will be a short break of 20 minutes between each part.

- ◆ Paper 1 (30 minutes) will assess candidates' listening skills and have a total of 25 marks
- ◆ Paper 2 (2 hours 10 minutes) will assess candidates' reading and writing skills and have a total of 50 marks.

The Speaking assessment has a total of 25 marks available and involves:

- ◆ two different short spoken interactions in a personal/social context. The time available for the speaking assessment will be 8–10 minutes.

Further details about the Course assessment are given in the Course Assessment Specification and in the Specimen Question Paper.

Link between Unit and Course assessment/added value

Individual Unit assessment instruments allow candidates to demonstrate a level of knowledge and skills which are appropriate for attaining a Unit award at Higher. The skills relevant to Unit assessment are Speaking, Writing, Listening and Reading. The assessment of Language Awareness is also integrated into Unit assessment instruments.

When completing the Course assessment candidates have the opportunity to demonstrate the greater level of attainment appropriate for a graded Higher Course award by:

- ◆ demonstrating the long-term retention of knowledge and skills
- ◆ demonstrating the ability to answer questions relating to both Units on a single occasion
- ◆ demonstrating a more detailed level of language awareness
- ◆ demonstrating the ability to produce written English under timed conditions
- ◆ demonstrating the ability to initiate and support a conversation over a sustained period of time

National Course Specification: course details (cont)

COURSE English for Speakers of Other Languages (Higher)

GRADE DESCRIPTIONS AT A AND C

The candidate's grade will be based on the total score obtained from the Course assessment. The descriptions below indicate the nature of achievement required for an award at Grades C and A in the Course.

The grade descriptions which follow must be interpreted to take account of the level of the language and the nature of the skills expected at Higher.

Speaking

Grade A	<ul style="list-style-type: none">◆ The candidate uses a wide range of structures, including complex structures, with a level of accuracy to clearly communicate the message.◆ The candidate shows knowledge of a wide range of general and some specialised vocabulary and uses this accurately and appropriately within the context of the task.◆ Production of English pronunciation features is evident and effective.◆ Coherent and well-organised output with only limited and mostly natural hesitation.◆ Contributes fully, effectively and relevantly throughout the interaction.◆ Demonstrates the ability to initiate with ease and show sensitivity to the norms of turn taking which fully support the interaction.
Grade C	<ul style="list-style-type: none">◆ The candidate uses a range of structures with an appropriate level of accuracy to clearly communicate the message.◆ The candidate shows knowledge of a range of general and specialised vocabulary and uses this with a sufficient level of accuracy and appropriacy to clearly convey the message within the context of the task.◆ Production of English pronunciation features is evident and mostly effective.◆ Coherent and organised output with limited hesitation which does not detract from the communication.◆ Contributes effectively in order to maintain the interaction.◆ Demonstrates the ability to initiate and show sensitivity to the norms of turn taking which support the maintenance of the interaction.

National Course Specification: course details (cont)

COURSE English for Speakers of Other Languages (Higher)

Writing

Grade A	<ul style="list-style-type: none"> ◆ The candidate uses a wide range of structures, including complex structures, with a level of accuracy appropriate to the task. ◆ The candidate shows knowledge of a wide range of general and some specialised vocabulary and uses this accurately and appropriately within the context of the task. ◆ Few inaccuracies, in the context of the task, which do not detract from communication. ◆ Register, style and layout are wholly appropriate to the task. ◆ Writing is well-organised and coherent with effective use of cohesive devices and a positive impact on the reader.
Grade C	<ul style="list-style-type: none"> ◆ The candidate uses a range of structures with a level of accuracy appropriate to the task. ◆ The candidate shows knowledge of a range of general and specialised vocabulary and uses this with a level of accuracy appropriate to the task. ◆ Some inaccuracies, in the context of the task, which do not detract from communication. ◆ Register, style and layout are generally appropriate to the task. ◆ Overall, writing is clearly organised and coherent with use of cohesive devices.

Reading

Grade A	<ul style="list-style-type: none"> ◆ The candidate fully understands overall meaning and main points. ◆ Specific points of detail are correctly and fully identified. ◆ Opinions and attitudes are correctly identified. ◆ The candidate fully understands the layout and organisation of the text. ◆ Information is used to complete the task accurately.
Grade C	<ul style="list-style-type: none"> ◆ The candidate understands most of the overall meaning and main points. ◆ Most specific points of detail are correctly identified. ◆ Some opinions and attitudes are correctly identified. ◆ Overall features of the layout and organisation of the text understood. ◆ Information is used to complete the task with a level of accuracy which allows the purpose to be fulfilled.

National Course Specification: course details (cont)

COURSE English for Speakers of Other Languages (Higher)

Listening

Grade A	<ul style="list-style-type: none">◆ The candidate fully understands overall meaning and main points.◆ Specific points of detail are correctly and fully identified.◆ Opinions and attitudes are correctly identified.◆ Information heard is used to complete the task accurately.
Grade C	<ul style="list-style-type: none">◆ The candidate understands most of the overall meaning and main points.◆ Most specific points of detail are correctly identified.◆ Some opinions and attitudes are correctly identified.◆ Information heard is used to complete the task with a reasonable degree of accuracy.

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence must take account of performance across the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

Appeals

Assessment items used to support an appeal should contain all of the following:

- ◆ evidence of long-term retention of knowledge and skills
- ◆ evidence which samples across all Units
- ◆ evidence which demonstrates a more detailed level of language awareness
- ◆ evidence of the ability to produce written English under timed conditions
- ◆ a clear indication that all the above evidence has been gathered under controlled conditions

Centres may choose to hold a preliminary exam which conforms to the advice given in the Course Assessment Specification. Evidence generated from such a prelim will be of great value when considering appeals. Where a centre does not hold a prelim, the evidence submitted must clearly sample across all areas of the Course and show evidence of long-term retention. Instruments of assessment used must conform to the guidelines given in the Course Assessment Specification and clearly show a level of attainment in line with the Grade Descriptions for the Course.

Individual NAB items, or their equivalent, do not provide sufficient evidence for estimates and appeals on their own. This is because they:

- ◆ only sample across the content of one Unit
- ◆ do not require candidates to produce written English under timed conditions
- ◆ do not require candidates to sample across all Course content on a single occasion

National Course Specification: course details (cont)

COURSE English for Speakers of Other Languages (Higher)

However, evidence gathered from Unit assessment items may contribute to an appeal if this clearly shows a level of attainment in line with elements of the Grade Descriptions for the Course.

Marking schemes should be included with all evidence submitted in support of an appeal.

QUALITY ASSURANCE

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards.

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers' meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Moderator reports are published on SQA's website www.sqa.org.uk.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

This course should build on prior learning and develop the candidates' knowledge of the language, their skills, their ability to operate in defined and unpredictable contexts and to express and understand opinions.

This will be achieved by extending the range and complexity of the language encountered and by encouraging an increase in range, fluency and accuracy of language produced. Candidates will be expected to handle factual information with increased competence and confidence, to deal with unpredictability in natural, authentic, everyday contexts and to develop further their ability to understand and express ideas and opinions.

Learning and teaching should be related to the particular contexts the candidates operate in, such as school, college or community classes, and to their intended future work and study. Learner-centred classroom activity will allow candidates to contribute to the planning of work and to demonstrate initiative and independence within a guided framework. Candidates should participate in a variety of activities such as individual, paired, small-group and whole-class tasks in order that each assessment context is fully prepared for.

Learning should be practical, skills-based and relevant to the candidates and their roles in the English-speaking environment in which they live, whether they are learning English in school alongside other subjects or are adults studying in a further education college or community venues. Opportunities should be provided to use language in real situations for real purposes and classroom activities should create a bridge with the outside world.

National Course Specification: course details (cont)

COURSE English for Speakers of Other Languages (Higher)

The Course materials used in the classroom should reflect the outside world in which candidates are operating. Where candidates are learning English in schools or further education colleges or community venues, course materials should help candidates with their studies in other areas and with the systematic development of English language skills. Exposure to local accents is important and reading materials should be extracted from those that the student will be dealing with in everyday life in school or in the wider world.

Independent Learning

Much of the acquisition and development of English language skills must, by necessity, take place outside the ESOL classroom. Therefore, the importance of enabling candidates to become autonomous language learners should not be underestimated. Through actively encouraging candidates to become reflective and independent learners and explicitly teaching strategies and techniques for learning English, the teacher/lecturer can support the learning process. Teachers/lecturers should design programmes of work, plan classroom activities and assign homework that give students practice in learning on their own. Project-based assignments could form an important part of this process and contribute to the development of general study skills. Learners should be encouraged to set and review their personal language learning objectives and to take responsibility for achieving them through monitoring and evaluating their progress. Classroom activities that have a focus on goal- setting and self-evaluation will benefit their current English language learning and impact on their learning in the future.

Suggested order for delivery:

Given that contexts for teaching are diverse in schools, further education colleges or community venues, teachers/lecturers must of necessity be flexible. It is therefore appropriate that the Units be studied either sequentially or concurrently.

ASSESSMENT IS FOR LEARNING

By active involvement in assessment candidates can be beneficiaries rather than victims of this process and through this involvement improve their learning.

Evidence shows that, regardless of the pressure to achieve good results in assessment, learning cannot be done for the candidate; it has to be done by the candidate. The positive use of formative assessment can assist candidates in raising their summative assessment performances. The following three aspects of effective formative assessment should be considered:

- ◆ Share the success criteria required for achieving the summative assessment, ie explain and discuss Outcomes, Performance Criteria and Evidence Requirements with candidates. To assist in this guidelines intended for use by teaching professionals should be made accessible to candidates.
- ◆ Provide quality feedback from formative assessment, ie feedback which gives each candidate guidance on how to improve, as well as the opportunity and support to work at the improvement. Feedback should be about the particular qualities of a candidate's work, and should avoid comparisons with other candidates.
- ◆ Use structured questioning to enable candidates to understand not just what was incorrect but also how it may be improved.

National Course Specification: course details (cont)

COURSE English for Speakers of Other Languages (Higher)

Dialogue between candidates and a teacher/lecturer should be thoughtful, reflective and focused to evoke and explore understanding. It should be conducted so that all candidates have an opportunity to think and express their ideas concerning their performance. Use of self-assessment and peer-assessment to discuss answers to questions and remove misunderstandings will benefit learning. When candidates acquire an overview of their targets, they become more committed and more effective as learners. Consequently, their assessments can be an object of discussion with their teachers/lecturers and with one another, and this further promotes the reflection on their own ideas and development, which is essential to good learning.

Feedback on the learning process has three elements that must be understood by the candidate:

- ◆ the desired goal
- ◆ the evidence about their present position
- ◆ an understanding of the way to close the gap between the two

The additional 40 hours

The structure of the Higher Course allows for 40 hours teaching time in addition to the notional time allocation for each Unit, giving a total of 160 hours teaching time. It is suggested that the additional 40 hours might be used in the following ways:

Induction

- ◆ brief rationale and place of Unit within SCQF framework
- ◆ overview of objectives and content of course
- ◆ explanation of purpose of Unit assessment
- ◆ explanation of practicalities of Unit and Course assessment

Extension of learning and teaching approaches

- ◆ further opportunities for activity-based, interactive learning
- ◆ opportunities for promotion of learner independence: self-study, internet and project work

Remediation, consolidation and extension

- ◆ review and revision of language area
- ◆ language development
- ◆ practice of new language within assessment framework
- ◆ further development of all skill areas

Preparation for external assessment

- ◆ preparation for candidates to demonstrate achievement of required skills for external assessment
- ◆ preparation for Course assessments, particularly in Reading and Writing

National Course Specification: course details (cont)

COURSE English for Speakers of Other Languages (Higher)

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).



National Unit Specification: general information

UNIT English for Speakers of Other Languages: Everyday Communication (Higher)

CODE DV34 12

COURSE English for Speakers of Other Languages (Higher)

SUMMARY

This Unit is a mandatory Unit of the Higher *English for Speakers of Other Languages* Course, but it can also be taken as a free-standing Unit.

The Unit is designed for candidates whose first language is not English but who need to develop their ability to use English in broad personal and social contexts. While studying this Unit candidates will develop their level of competence in the skills of speaking, listening, reading and writing in English for personal and social purposes.

Candidates who complete this Unit will be able to understand, and communicate fluently in English. The skills developed will enable them to interact effectively in the English language medium in a variety of personal and social contexts.

OUTCOMES

- 1 Communicate orally in English for personal and social purposes.
- 2 Produce written English for personal and social purposes.
- 3 Demonstrate an understanding of spoken English in personal and social contexts.
- 4 Demonstrate an understanding of written English in personal and social contexts.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following or equivalent:

- ◆ Intermediate 2 English for Speakers of Other Languages Course or Unit(s)

Administrative Information

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National Unit Specification: general information (cont)

UNIT English for Speakers of Other Languages: Everyday
 Communication (Higher)

CREDIT VALUE

2 credits at Higher (12 SCQF credit points at SCQF level 6*)

**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.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Course.

National Unit Specification: statement of standards

UNIT English for Speakers of Other Languages: Everyday Communication (Higher)

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

OUTCOME 1

Communicate orally in English for personal and social purposes

Performance Criteria

- (a) Grammar is sufficiently accurate for effective communication.
- (b) Range of vocabulary is appropriate to purpose and audience.
- (c) Pronunciation is sufficiently accurate to convey meaning.
- (d) Communication is fluent and coherent.
- (e) Interaction is maintained as appropriate to purpose and audience.

OUTCOME 2

Produce written English for personal and social purposes

Performance Criteria

- (a) Grammar is sufficiently accurate for effective communication.
- (b) Range of vocabulary is appropriate to purpose and audience.
- (c) Spelling and punctuation are mainly accurate.
- (d) Conventions of style and layout are appropriate to purpose and audience.
- (e) The written communication is coherent and organised appropriately.

OUTCOME 3

Demonstrate an understanding of spoken English in personal and social contexts

Performance Criteria

- (a) Overall content and main points are identified.
- (b) Detail is accurately identified.
- (c) Opinions and attitudes are accurately identified.

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: Everyday
 Communication (Higher)

OUTCOME 4

Demonstrate an understanding of written English in personal and social contexts

Performance Criteria

- (a) Overall purpose is identified.
- (b) Supporting detail is identified.
- (c) Opinions and attitudes are accurately identified.
- (d) Features of layout and organisation are accurately identified.

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Outcomes 1 and 2

For Outcomes 1 and 2, a practical language assignment should be set for candidates. Evidence will be produced in response to a clear candidate brief and must include:

- ◆ two different, short, spoken interactions in a personal and social context
- ◆ one piece of writing for personal and social purposes

The speaking and writing tasks can be on different aspects of personal and social communication

The speaking tasks will be paired interactions and these will last 8–10 minutes in total. Candidates will have a clear brief which will provide them with the opportunity to achieve the Performance Criteria across the two tasks. The interactions will be observed by the assessor and a completed assessor checklist must be retained as evidence. An audio or video tape recording may also be retained as evidence.

Candidates will produce a maximum of two drafts of the written piece which will be retained as evidence. Candidates will then check the draft(s) and produce the final written piece. They will have access to notes and dictionaries and will carry out the work on their own, under supervision. The written piece should be approximately 350 words. An assessor checklist will support the written task and provide evidence that it is the candidate's own work.

The evidence required for the assignment 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.

National Unit Specification: support notes

UNIT English for Speakers of Other Languages: Everyday Communication (Higher)

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 80 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this Unit is to help candidates develop their level of competence in the skills of speaking, listening, reading and writing in English for personal and social purposes. Candidates studying this Unit will already have a functional command of English and will develop their ability to understand and communicate fluently in English in personal and social contexts. In order to provide a focus for the development of these skills, the following are suggested topics :

- ◆ personal identity
- ◆ current affairs
- ◆ social environment
- ◆ physical environment

Further information areas which may be studied under each topic can be found in the Guidance on Learning and Teaching Approaches for this Unit

This Unit can be delivered as an integral part of a school curriculum, in further education colleges, community-based provision or in a language support context.

Candidates will be assessed on their speaking, writing, listening and reading skills in personal and social contexts.

Further guidance on language skills, activities, text types, grammar and vocabulary can be found in the Appendix to this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The approach to learning and teaching should be candidate-centred and focus on developing candidates' understanding of both written and spoken English in personal and social contexts. Candidates should be encouraged to take personal responsibility for developing their awareness of the language and their ability to use it in these contexts.

The learning and teaching materials used in the classroom or language support context should reflect the personal and social contexts in which candidates are operating. Candidates should be given maximum opportunity to practise and demonstrate all four language skills in this variety of contexts.

Listed below, under each topic, are suggested examples of what candidates could be expected to do in that topic area; other examples can be identified by the teacher/lecturer. In this Unit, there should be a particular emphasis on the underlying study of the features and structure of English to improve fluency and accuracy.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Higher)

Personal identity

- ◆ give personal information
- ◆ describe relevant current personal circumstances
- ◆ talk about cultural and family background
- ◆ extract information relating to personal circumstances from oral or written texts
- ◆ complete forms and write letters giving personal information
- ◆ produce texts relating to personal circumstances and for relevant social contexts

Current affairs

- ◆ extract information from newspapers, television and radio news programmes
- ◆ discuss the implications of current world events and express opinions
- ◆ write short articles discussing current events

Social environment

- ◆ express opinions on and discuss topical issues
- ◆ analyse and interpret information from texts, diagrams, graphs and tables about current social trends
- ◆ make use of the internet to source information for project-based work
- ◆ design short questionnaires for gathering information for project-based work
- ◆ complete questionnaires and write letters and articles about particular areas of social interest or concern
- ◆ contribute to the planning and organisation of events in personal and social contexts

Physical Environment

- ◆ express opinions on and discuss environmental issues
- ◆ analyse and interpret information from texts, diagrams, graphs and tables about environmental issues
- ◆ make use of the Internet to source information for project-based work
- ◆ compare and contrast different places of interest and living environments
- ◆ extract and use information from texts, maps and plans
- ◆ contribute to the planning and organisation of visits to places of interest

In relation to each of the four skills which candidates need to develop, the following guidance on appropriate learning and teaching approaches is given:

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Higher)

Speaking

Opportunities for practice of language should be maximised through paired and group work in the classroom, and candidates should be encouraged to have conversations on personal and social topics and take part in discussions. They should also be encouraged to widen their use of spoken English outside the classroom in appropriate situations. Analysing spoken English, with an increasing focus on accuracy and features of the language, will contribute to the development of appropriate skills at this level. Where possible, candidates could become accustomed to being recorded for the purposes of assessment and to analyse and identify ways of improving their oral skills.

Appropriate activities to help candidates develop their English speaking skills in personal and social contexts would be:

- ◆ one-to-one conversations in personal and social contexts
- ◆ role-play of conversations which might take place in a variety of personal and social contexts
- ◆ paired or group discussions about personal and social issues
- ◆ role-play of personal and social telephone calls

Listening

Candidates should be exposed to a wide range of different voices and accents, both live and recorded, encouraged to listen for overall meaning, key points and detail, and to recognise the implications of tone in the expression of opinions and attitudes. They should be given the opportunity to listen to different types of personal and social discourse and apply the information to answer different types of short answer questions. They need to become aware of the different facets of spoken English and continue to focus on developing the accuracy of their listening skills and their ability to infer meaning.

Appropriate activities to help candidates develop their English listening skills in a personal and social context would be listening to:

- ◆ one-to-one conversations in personal and social contexts
- ◆ paired or group discussions on personal and social themes
- ◆ television and radio programmes
- ◆ talks which relate to personal and social issues

Reading

Candidates should be given experience of a range of personal and social texts and extensive practice in the question types which will be used to assess their reading. At this level candidates should be encouraged to analyse texts in terms of the purpose of the communication, learning to identify the expected response and to make use of semantic, syntactic and grammatical cues. Their ability to infer meaning and draw conclusions should also be developed. Candidates should be encouraged to read widely and continue to learn to use dictionaries and other reference material.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Higher)

Appropriate activities to help candidates develop their English reading skills in a personal and social context would be reading:

- ◆ advertisements
- ◆ booklets and leaflets relevant to personal and social issues
- ◆ magazine articles
- ◆ newspaper articles
- ◆ public notices
- ◆ forms which request personal information
- ◆ novels/ short stories
- ◆ letters/e-mail

Writing

Writing activities undertaken by the candidates at this stage should be varied and integrated into the work done in the other skills. They should relate to the writing tasks candidates might be expected to undertake in personal and social contexts. There should be a focus on improving the accuracy of their work with particular attention to grammatical structure, style and vocabulary. Feedback from the teacher, correction of texts and redrafting will form an essential part of this process.

Appropriate activities to help candidates develop their English writing skills in personal and social contexts would be:

- ◆ writing personal letters to friends or relatives
- ◆ writing letters to request information or make a complaint
- ◆ filling in forms which request personal information
- ◆ writing personal e-mails

In Unit and Course assessment candidates will be expected to demonstrate their understanding of listening and reading by attempting a series of short answer questions. Learning and Teaching should include time for candidates to practise answering these types of questions. Appropriate question types for candidates to practise are listed below under 'Guidance on Approaches to Assessment for this Unit' in relation to Outcomes 3 and 4.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

If re-assessment is required it 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/lecturer.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Higher)

In relation to each Outcome, the following guidance is given:

Outcome 1 Communicate orally in English for personal and social purposes

Candidates' conversations should be as natural as possible and reflect personal and social situations that they may encounter in school or college or in the wider world. Time for preparation for the speaking assessment should be given and candidates should be encouraged to ask for clarification of the task, if necessary, before they are assessed. They should be given a clear brief which will allow them to satisfy all performance criteria across the speaking tasks.

The speaking tasks will be paired candidate interactions and last 8–10 minutes in total.

Where possible, candidates could be given the opportunity to practise being recorded in preparation for Course assessment. Assessor checklists must be retained to provide evidence that candidates have satisfied all Performance Criteria.

Outcome 2 Produce written English for personal and social purposes

Candidates should be made aware that evidence will be in the form of a maximum of two drafts and a final version of their written text, and that the text should have a total of approximately 350 words. They should be given a clear brief which will allow them to satisfy all Performance Criteria. The draft(s) and final version will be produced by the candidate on his/her own, under supervision. An assessor checklist will support the written tasks and provide evidence that it is the candidate's own work.

When preparing candidates they should be given practice in drafting and redrafting written work. Writing tasks will arise out of what is being listened to, studied, discussed or read in general classroom activity. Since use of notes and a dictionary is permitted when producing the evidence, candidates should be accustomed to using these as they write.

While being prepared for producing their draft(s) and final version, candidates need to be made aware of the drafting process.

The original draft(s), including any lecturer/teacher comments, and the final version must be retained by the centre.

The evidence required for Outcomes 1 and 2 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 Outcomes 3 and 4, evidence will be produced in response to a test with a time limit of one hour 30 minutes. The test will be attempted under controlled supervised conditions. The listening element of the test will be conducted under closed-book conditions but candidates will have access to a dictionary when attempting the reading tasks.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Higher)

Outcome 3 Demonstrate an understanding of spoken English in personal and social contexts

During the listening element of the test, candidates will hear two texts, of 3–4 minutes' duration, on personal and social themes. Each text will be heard twice. Candidates will be expected to demonstrate an understanding of the text by answering short-answer questions. Appropriate types of short answer questions would be:

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

Outcome 4 Demonstrate an understanding of written English in personal and social contexts

The texts may include articles and reports from newspapers and magazines, journals, correspondence and extracts from novels and other books. Candidates will be expected to demonstrate understanding of the text by answering short-answer questions. Appropriate types of questions would be:

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

A maximum of three texts on different personal and social themes will be used and the combined total will be approximately 800 words.

There is considerable potential in the classroom for candidates to tackle themes and topics in a way that practises both reading and listening skills by using reading texts in parallel with audio and video extracts. Material and tasks used to prepare candidates for assessment should reflect those that candidates are likely to encounter in a personal and social context. Care should be taken not to select material that is culturally loaded.

Further information about Unit assessment can be found in the Evidence Requirements for this Unit in the Statement of Standards.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday
 Communication (Higher)

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Higher)

Appendix — Everyday Communication (Higher)

This Appendix contains guidance on language skills, activities, text types, grammar and vocabulary. This guidance represents what it would be appropriate for candidates to cover or further develop at this level.

Speaking Skills	Writing Skills	Listening Skills	Reading Skills
<ul style="list-style-type: none"> ◆ problem solving ◆ describing ◆ narrating ◆ involving others ◆ negotiating ◆ contradicting ◆ instructing ◆ paraphrasing ◆ expanding and exemplifying ◆ persuading and convincing ◆ speculating ◆ comparing and contrasting ◆ class, group and pair practice of language ◆ interactions with others in educational establishments ◆ making presentations ◆ participating in one-to-one and group discussions ◆ recording and analysing interactions ◆ information gap exercises ◆ role playing ◆ listening for pronunciation practice 	<ul style="list-style-type: none"> ◆ editing ◆ using appropriate register ◆ discussing ◆ narrating ◆ describing ◆ reviewing ◆ summarising ◆ expanding and exemplifying ◆ developing an argument ◆ hypothesising and predicting ◆ Producing texts in pairs, groups and individually ◆ correcting errors in texts and redrafting in pairs, groups and individually ◆ maintaining and using a vocabulary notebook ◆ researching topics and using the information to produce presentations and written texts ◆ practise dictation ◆ modelling and evaluating other written text 	<ul style="list-style-type: none"> ◆ listening for specific information ◆ summarising short extracts ◆ understanding tone and register ◆ understanding attitude ◆ transferring information to charts/tables/notes ◆ inferring ◆ listening to and understanding a variety of accents ◆ listening comprehension in a variety of formats, including note-taking ◆ exercises in distinguishing facts from opinions ◆ identifying the purpose of spoken information ◆ matching spoken information to written texts ◆ extracting information to complete tables, diagrams, graphs and grids 	<ul style="list-style-type: none"> ◆ reading for specific information ◆ inferring ◆ speed reading ◆ identifying key words ◆ understanding tone and register ◆ understanding attitude ◆ predicting ◆ identifying referring devices ◆ reading comprehension in a variety of formats, including note-taking ◆ exercises in distinguishing facts from opinions ◆ identifying the purpose of written information ◆ matching written information to other texts ◆ extracting information to complete tables, diagrams, graphs and grids

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Higher)

Appendix — Everyday Communication (Higher) (cont)

Speaking Skills	Writing Skills	Listening Skills	Reading Skills
		<ul style="list-style-type: none"> ◆ extracting information and comparing with another candidate, in a group and with answer key 	<ul style="list-style-type: none"> ◆ extracting information and comparing with another candidate, in a group and with answer key

These suggestions build on structures and vocabulary at lower levels

Text Types	Grammar and Vocabulary
<ul style="list-style-type: none"> ◆ spoken and written information, instructions and descriptions from the teacher/lecturer and others ◆ recordings of conversations, interviews, presentations, discussions ◆ magazines, journals, newspapers, subject-based text books ◆ reports and discursive material ◆ published text books, learning packs, worksheets ◆ educational audio and video material (used in other subjects) ◆ short extracts from TV and radio ◆ Computer Assisted Language Learning (CALL) materials ◆ the Internet 	<ul style="list-style-type: none"> ◆ time clauses ◆ cause and effect ◆ linkers /conjunctions ◆ inversions and negative adverbials ◆ gerund and infinitives ◆ dependent prepositions ◆ order of adjectives ◆ stative verb ◆ gradable/upgradeable adjectives <p>Vocabulary development related to selected topic areas and including further development of:</p> <ul style="list-style-type: none"> ◆ collocations ◆ phrasal verbs ◆ idiomatic expressions ◆ colloquial expressions and slang



National Unit Specification: general information

UNIT English for Speakers of Other Languages: Work-related contexts (Higher)

CODE DV35 12

COURSE English for Speakers of Other Languages (Higher)

SUMMARY

This Unit is an optional Unit of the Higher *English for Speakers of Other Languages* Course, but it can also be taken as a free-standing Unit.

The Unit is designed for candidates whose first language is not English but who need to be able to use English in work-related contexts. While studying this Unit candidates will develop their level of competence in the skills of speaking, listening, reading and writing in English for work purposes.

Candidates who complete this Unit will be able to understand, and communicate fluently in, English. The skills developed will enable them to interact effectively in the English language medium in a variety of work-related contexts.

OUTCOMES

- 1 Communicate orally in English for work purposes.
- 2 Produce written English for work purposes.
- 3 Demonstrate an understanding of spoken English in work-related contexts.
- 4 Demonstrate an understanding of written English in work-related contexts.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following or equivalent:

- ◆ Intermediate 2 English for Speakers of Other Languages Course or Unit(s)

Administrative Information

Superclass: FK

Publication date: May 2007

Source: Scottish Qualifications Authority

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National Unit Specification: general information (cont)

UNIT English for Speakers of Other Languages: Work-related contexts
(Higher)

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

**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.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Course.

National Unit Specification: statement of standards

UNIT English for Speakers of Other Languages: Work-related contexts (Higher)

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

OUTCOME 1

Communicate orally in English for work purposes

Performance Criteria

- (a) Grammar is sufficiently accurate for effective communication.
- (b) Range of vocabulary is appropriate to purpose and audience.
- (c) Pronunciation is sufficiently accurate to convey meaning.
- (d) Communication is fluent and coherent.
- (e) Communication is maintained as appropriate to purpose and audience.

OUTCOME 2

Produce written English for work purposes

Performance Criteria

- (a) Grammar is sufficiently accurate for effective communication.
- (b) Range of vocabulary is appropriate to purpose and audience.
- (c) Spelling and punctuation are mainly accurate.
- (d) Conventions of style and layout are appropriate to purpose and audience.
- (e) The written communication is coherent and organised appropriately.

OUTCOME 3

Demonstrate an understanding of spoken English in work-related contexts

Performance Criteria

- (a) Overall content and main points are identified.
- (b) Supporting detail is identified.
- (c) Opinions and attitudes are accurately identified.

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: Work-related contexts
(Higher)

OUTCOME 4

Demonstrate an understanding of written English in work-related contexts

Performance Criteria

- (a) Overall purpose is identified.
- (b) Supporting detail is identified.
- (c) Opinions and attitudes are accurately identified.
- (d) Features of layout and organisation are accurately identified.

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Outcomes 1 and 2

For Outcomes 1 and 2, a practical language assignment should be set for candidates. Evidence will be produced in response to a clear candidate brief and must include:

- ◆ one speaking task on a work-related topic
- ◆ two different pieces of writing for work purposes.

The speaking and writing tasks can be on different work-related aspects.

The speaking task will be a presentation, of 5–6 minutes duration, on a work-related topic. Candidates will have a clear brief which will provide them with the opportunity to achieve all the Performance Criteria during the presentation. An assessor will observe the presentation and a completed assessor checklist must be retained as evidence. An audio or video tape recording may also be retained as evidence.

Candidates will produce a maximum of two drafts of each written piece which will be retained as evidence. Candidates will then check the draft(s) and produce the final written piece. They will have access to notes and dictionaries and will carry out the work on their own, under supervision. The combined total of the two written pieces should be 250–300 words. An assessor checklist will support the written tasks and provide evidence that each piece is the candidate's own work.

The evidence required for the assignment 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.

Outcomes 3 and 4

For Outcomes 3 and 4, candidates will demonstrate their understanding of spoken and written English in work-related contexts by attempting a test. The test will be conducted under controlled, supervised conditions and have a time limit of 1 hour. It is likely that the test will be conducted towards the end of the Unit.

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: Work-related contexts (Higher)

Candidates will demonstrate their understanding of spoken English by listening to one text on a work-related theme. The text will be of 3–4 minutes duration and can be heard twice. Candidates will then attempt a series of short-answer questions related to the text. This part of the test will be conducted under closed-book conditions and have a time limit of 15 minutes.

Candidates will demonstrate their understanding of written English by attempting a series of short-answer questions which relate to a maximum of two texts on work-related themes. The word total of the text(s) will be approximately 550. This part of the test will have a time limit of 45 minutes and candidates will have access to dictionaries.

The National Assessment Bank (NAB) items for this Unit exemplify the national standard. The NAB includes an assignment, a test and assessor checklists and records. Centres who wish to design their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT English for Speakers of Other Languages: Work-related contexts (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory. While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this Unit is to help candidates develop their level of competence in the skills of speaking, listening, reading and writing in English for work purposes. Candidates studying this Unit will already have a functional command of English and will develop their ability to understand and communicate fluently in English in work-related contexts. In order to provide a focus for the development of these skills, the following topic is suggested:

◆ Employment

Further information on this topic can be found in the Guidance on Learning and Teaching Approaches for this Unit.

This Unit can be delivered as an integral part of a school curriculum, in further education colleges or community-based provision, or in a Language Support context.

Candidates will be assessed on their speaking, writing, listening and reading skills in work-related contexts.

Further guidance on language skills, activities, text types and grammar and vocabulary can be found in the Appendix to this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The approach to learning and teaching should be candidate-centred and focus on developing candidates' understanding of both written and spoken English in work-related contexts. Candidates should be encouraged to take personal responsibility for developing their awareness of the language and their ability to use it in these contexts.

The learning and teaching materials used in the classroom should reflect the work-related contexts in which candidates are operating or hope to gain employment. Candidates should be given maximum opportunity to practise and demonstrate all four language skills in these contexts.

Listed below are suggested examples of what candidates could be expected to do in the topic area; other examples can be identified by the teacher/lecturer. In this Unit, there should be a particular emphasis on the underlying study of language and structure to improve fluency and accuracy.

Employment

- ◆ describe what work they have done, are doing or would like to do
- ◆ describe skills and abilities relevant to particular jobs
- ◆ read texts relating to employment opportunities eg advertisements, job description
- ◆ make enquiries, face-to-face and on the telephone, about the availability and conditions of

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Work-related contexts (Higher)

- employment eg pay, hours of work, holidays, job description
- ◆ understand information provided in relation to the above
- ◆ write formal letters, emails, memos
- ◆ complete job application forms with some assistance
- ◆ write a CV and accompanying letter
- ◆ understand the conventions of job interviews and be able to respond to and ask questions in an interview
- ◆ understand and give instructions relating to a particular job
- ◆ take part in discussions about a particular work task
- ◆ take part in meetings and be familiar with agendas, minutes etc
- ◆ read instructions, regulations and correspondence
- ◆ be familiar with methods of communication in the workplace eg fax, memo, e-mail, message
- ◆ write appropriate correspondence and reports

In relation to each of the four skills which candidates need to develop, the following guidance on appropriate learning and teaching approaches is given:

Speaking

In order for candidates to give a presentation, they must have the opportunity to develop, practise and use the necessary skills. Opportunities for practice of language should be maximised through paired and group work in the classroom, and candidates encouraged to have authentic conversations on relevant topics and take part in discussions. They should also be encouraged to widen their use of spoken English outside the classroom in appropriate situations. Analysing spoken English, with an increasing focus on accuracy and features of the language, will contribute to the development of appropriate skills at this level. Candidates should become accustomed to being recorded for the purposes of assessment and to analyse and identify ways of improving their oral skills. Appropriate activities to help candidates develop their English speaking skills in work-related contexts would be:

- ◆ one-to-one conversations in work contexts
- ◆ role-play of interactions which might take place in a variety of work-related contexts eg with members of the public/clients, with colleagues, with line-managers
- ◆ paired or group discussions about work-related issues
- ◆ role-play of business telephone calls
- ◆ role-play of meetings
- ◆ presentations on work-related issues.

Writing

Writing activities undertaken by the candidates at this stage should be varied and integrated into the work done in the other skills. They should relate to the writing tasks candidates might be expected to undertake in work-related contexts. There should be a focus on improving the accuracy of their work with particular attention to grammatical structure, style and vocabulary. Feedback from the teacher/lecturer, correction of texts and redrafting will form an essential part of this process.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Work-related contexts (Higher)

Appropriate activities to help candidates develop their English writing skills in work-related contexts would be:

- ◆ filling in job applications and writing CVs
- ◆ writing reports and information leaflets
- ◆ writing and responding to letters which request information or make a complaint
- ◆ writing/filling in forms related to employment eg tax forms, health & safety
- ◆ writing and responding to business e-mails, faxes and memos
- ◆ note-taking

Listening

Candidates should be exposed to a wide range of different voices and accents, both live and recorded, encouraged to listen for overall meaning, key points and detail, and to recognise the implications of tone in the expression of opinions and attitudes. They should be given the opportunity to listen to different types of work-related conversations, discussions and presentations and use the information to answer a variety of questions. They need to become aware of the different facets of spoken English and continue to focus on developing the accuracy of their listening skills and their ability to infer meaning.

Appropriate activities to help candidates develop their English listening skills in work-related contexts would be:

- ◆ listening to one-to-one conversations between colleagues, line-managers, clients
- ◆ listening to paired or group discussions on work-related themes
- ◆ listening to presentations on work-related issues
- ◆ listening to business telephone conversations
- ◆ participating in role-play of job interviews

Reading

Candidates should be given experience of a range of work-related texts and extensive practice in the question types which will be used to assess their reading. At this level candidates should be encouraged to analyse texts in terms of the purpose of the communication, learning to identify the expected response and to make use of semantic, syntactic and grammatical cues. Their ability to infer meaning and draw conclusions should also be developed. Candidates should be encouraged to read widely and continue to learn to use dictionaries and other reference material.

Appropriate activities to help candidates develop their English reading skills in work-related contexts would be:

- ◆ reading job advertisements and application forms
- ◆ reading booklets and leaflets relevant to different companies and organisations
- ◆ reading a variety of reports eg health & safety, company

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Work-related contexts (Higher)

- ◆ reading business/work-related articles
- ◆ reading the minutes of meetings
- ◆ reading business e-mails, faxes and memos

In Unit and Course assessment candidates will be expected to demonstrate their understanding of listening and reading by attempting a series of short answer questions. Learning and Teaching should include time for candidates to practise answering these types of questions. Appropriate question types for candidates to practise are listed below under 'Guidance on Approaches to Assessment for this Unit' in relation to Outcomes 3 and 4.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

If re-assessment is required it 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/lecturer.

In relation to each Outcome, the following guidance is given:

Outcome 1 Communicate orally in English for work purposes

Candidates' presentations should reflect work situations that they may encounter in the wider world. Time for preparation for the speaking assessment should be given and candidates should be encouraged to ask for clarification of the task, if necessary, before they are assessed. They should be given a clear brief which will allow them to satisfy all Performance Criteria.

The speaking task will be a presentation and last 5–6 minutes in total.

Where possible, candidates could be given the opportunity to practise being recorded in preparation for Course assessment. Assessor checklists must be retained to provide evidence that candidates have satisfied all Performance Criteria.

Outcome 2 Produce written English for work purposes

Candidates should be made aware that evidence will be in the form of a maximum of two drafts and final versions of their two texts. They should also be aware that the final version of each text should have a combined total of 250–300 words. They should be given a clear brief which will allow them to satisfy all Performance Criteria across the two texts. The draft(s) and final versions will be produced by the candidate on his/her own, under supervision. An assessor checklist will support the written tasks and provide evidence that it is the candidate's own work.

When preparing candidates they should be given practice in drafting and redrafting written work.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Work-related contexts (Higher)

Writing tasks will arise out of what is being listened to, studied, discussed or read in general classroom activity. Since use of notes and a dictionary is permitted when producing the evidence, candidates should be accustomed to using these as they write.

While being prepared for producing their drafts and final versions, candidates need to be made aware of the drafting process.

The original drafts, including any lecturer/teacher comments, and the final versions must be retained by the centre.

The evidence required for Outcomes 1 and 2 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 Outcomes 3 and 4, evidence will be produced in response to a test with a time limit of 1 hour. The test will be attempted under controlled supervised conditions. The listening element of the test will be conducted under closed-book conditions but candidates will have access to a dictionary when attempting the reading tasks.

Outcome 3 Demonstrate an understanding of spoken English in work-related contexts

During the listening element of the test, candidates will hear one text, of 3-4 minutes' duration, on a work-related theme. The text will be heard twice. Candidates will be expected to demonstrate an understanding of the text by answering short-answer questions. Appropriate types of short answer questions would be:

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

Outcome 4 Demonstrate an understanding of written English in work-related contexts

The texts may include CVs, job advertisements, business memos, faxes and e-mails. Candidates will be expected to demonstrate understanding of the text by answering short-answer questions. Appropriate types of questions would be:

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

A maximum of two texts on different work-related themes will be used and the combined total will be approximately 550 words.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Work-related contexts (Higher)

There is considerable potential in the classroom for candidates to tackle themes and topics in a way that practises both reading and listening skills by using reading texts in parallel with audio and video extracts. Material and tasks used to prepare candidates for assessment should reflect those that candidates are likely to encounter in work-related contexts. Care should be taken not to select material that is culturally loaded.

Further information about Unit assessment can be found in the Evidence Requirements for this Unit in the Statement of Standards.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Work-related contexts (Higher)

Appendix — Work-related contexts (Higher)

This Appendix contains guidance on language skills, activities, text types, grammar and vocabulary. This guidance represents what it would be appropriate for candidates to cover or further develop at this level.

Topics and areas for Vocabulary development	Speaking and Functions	Writing Skills	Reading Skills
<ul style="list-style-type: none"> ◆ finding employment ◆ interview skills ◆ employers expectations ◆ cross-cultural issues ◆ time management ◆ job satisfaction ◆ IT in work-related contexts ◆ meetings ◆ setting up a business ◆ company structure and profiles ◆ health and safety ◆ management and unions <p>A selection from the following may also be appropriate depending on the goals of the learners or it may be relevant to focus on vocabulary development in vocational areas eg childcare, mechanics, hairdressing etc:</p>	<ul style="list-style-type: none"> ◆ express yourself in work-related contexts fluently, precisely and spontaneously. ◆ participating in a meeting ◆ chairing a meeting ◆ making a presentation ◆ checking and clarifying information ◆ telephoning ◆ instructing ◆ reporting ◆ making and dealing with complaints ◆ apologising ◆ expressing regret ◆ expressing opinions formally and informally ◆ advising ◆ persuading and convincing ◆ contradicting ◆ paraphrasing ◆ describing people and things 	<ul style="list-style-type: none"> ◆ express your points of view in clear, well-structured work-related text ◆ write about complex work-related subjects in an email, letter or report ◆ select a style appropriate to the reader ◆ conventions for email, letters and reports ◆ stating purpose ◆ clarifying ◆ giving examples ◆ emphasising ◆ adding information ◆ summarising ◆ drawing conclusions ◆ making offers ◆ describing cause and effect ◆ stating contrast ◆ identifying the purpose of spoken information 	<ul style="list-style-type: none"> ◆ understanding long and more complex work-related texts ◆ understanding work related articles ◆ understanding attitude ◆ transferring information to charts/tables/notes ◆ inferring meaning ◆ reading for specific information ◆ inferring ◆ understanding tone and register ◆ understanding attitude ◆ predicting ◆ identifying referring devices ◆ reading comprehension in a variety of formats, including note-taking ◆ exercises in distinguishing facts from opinions ◆ identifying the purpose of written information

National Unit Specification: support notes (cont)

Appendix — Work-related contexts (Higher) (cont)

Topics and areas for Vocabulary development	Speaking and Functions	Writing Skills	Reading Skills
<ul style="list-style-type: none"> ◆ banking and insurance ◆ saving and investment ◆ business travel ◆ advertising and marketing ◆ company success and failure ◆ interpreting business and financial news ◆ public relations ◆ class, group and pair practice of language ◆ interactions with others in work-related contexts ◆ making presentations ◆ participating in one-to-one and group discussions and student meetings ◆ recording and analysing interactions ◆ role playing exercises 	<ul style="list-style-type: none"> ◆ comparing and contrasting ◆ expanding and exemplifying ◆ speculating ◆ producing texts in pairs, groups and individually ◆ correcting errors in texts and redrafting in pairs, groups and individually ◆ maintaining and using a work-related vocabulary notebook ◆ researching topics and using the information to produce reports ◆ dictation ◆ modelling and evaluating other written text 	<ul style="list-style-type: none"> ◆ matching spoken information to written texts ◆ extracting information to complete tables, diagrams, graphs and grids ◆ extracting information and comparing with another candidate, in a group and with answer key <p>Writing</p> <ul style="list-style-type: none"> ◆ application forms ◆ CVs and cover letters ◆ note-taking from spoken and written texts ◆ listening comprehension in a variety of formats, including note-taking ◆ exercises in distinguishing facts from opinions 	<ul style="list-style-type: none"> ◆ matching written information to other texts ◆ extracting information to complete tables, diagrams, graphs and grids ◆ extracting information and comparing with another candidate, in a group and with answer key <p>Listening Skills</p> <ul style="list-style-type: none"> ◆ understanding speech on work-related topics ◆ understanding work-related television and radio programmes ◆ understanding instructions which may be of a complex nature and not clearly ordered ◆ understanding conversations between colleagues in the workplace ◆ understanding tone and register ◆ understanding attitude ◆ transferring information to charts/tables/notes ◆ inferring meaning ◆ listening to and understanding a variety of accents

National Unit Specification: support notes (cont)

Appendix — Work-related contexts (Higher) (cont)

These suggestions build on structure and vocabulary at lower levels

Grammar and Vocabulary
<ul style="list-style-type: none">◆ time clauses◆ cause and effect◆ linkers /conjunctions◆ inversions and negative adverbials◆ gerund and infinitives◆ dependent prepositions◆ order of adjectives◆ stative verb◆ gradable/upgradeable adjectives <p>Vocabulary development related to selected topic areas and including further development of:</p> <ul style="list-style-type: none">◆ collocations◆ phrasal verbs◆ idiomatic expressions◆ colloquial expressions and slang

National Unit Specification: general information

UNIT English for Speakers of Other Languages: Study-related contexts (Higher)

CODE DV36 12

COURSE English for Speakers of Other Languages (Higher)

SUMMARY

This Unit is an optional Unit of the Higher *English for Speakers of Other Languages* Course, but it can also be taken as a free-standing Unit.

The Unit is designed for candidates whose first language is not English but who need to develop their ability to use English in study-related contexts. While studying this Unit candidates will develop their level of competence in the skills of speaking, listening, reading and writing in English for the purpose of study.

Candidates who complete this Unit will be able to understand, and communicate fluently in, English. The skills developed will enable them to interact effectively in the English language medium in a variety of study-related contexts.

OUTCOMES

- 1 Communicate orally in English for study purposes.
- 2 Produce written English for study purposes.
- 3 Demonstrate an understanding of spoken English in study-related contexts.
- 4 Demonstrate an understanding of written English in study-related contexts.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following or equivalent:

- ◆ Intermediate 2 English for Speakers of Other Languages Course or Unit(s)

Administrative Information

Superclass: FK

Publication date: May 2007

Source: Scottish Qualifications Authority

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National Unit Specification: general information (cont)

UNIT English for Speakers of Other Languages: Study-related contexts
(Higher)

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

**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.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Course.

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: Study-related contexts (Higher)

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

OUTCOME 1

Communicate orally in English for study purposes

Performance Criteria

- (a) Grammar is sufficient for effective communication.
- (b) Range of vocabulary is appropriate to purpose and audience.
- (c) Pronunciation is sufficiently accurate to convey meaning.
- (d) Communication is fluent and coherent.
- (e) Communication is maintained as appropriate to purpose and audience.

OUTCOME 2

Produce written English for study purposes

Performance Criteria

- (a) Grammar is sufficient for effective communication.
- (b) Range of vocabulary is appropriate to purpose and audience.
- (c) Spelling and punctuation are mainly accurate.
- (d) Conventions of style and layout are appropriate to purpose and audience.
- (e) The written communication is coherent and organised appropriately.

OUTCOME 3

Demonstrate an understanding of spoken English in study-related contexts

Performance Criteria

- (a) Overall content and main points are identified.
- (b) Sporting detail is accurately identified.
- (c) Opinions and attitudes are accurately identified.

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: Study-related contexts
(Higher)

OUTCOME 4

Demonstrate an understanding of written English in study-related contexts

Performance Criteria

- (a) Overall purpose is identified.
- (b) Supporting detail is identified.
- (c) Opinions and attitudes are accurately identified.
- (d) Features of layout and organisation are accurately identified.

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Outcomes 1 and 2

For Outcomes 1 and 2, a practical language assignment should be set for candidates. Evidence will be produced in response to a clear candidate brief and must include:

- ◆ one speaking task on a study-related topic
- ◆ one piece of writing for study purposes

The speaking and writing tasks can be on different study-related aspects.

The speaking task will be a presentation, of 5–6 minutes duration, on a study-related topic. Candidates will have a clear brief which will provide them with the opportunity to achieve all the Performance Criteria during the presentation. An assessor will observe the presentation and a completed assessor checklist must be retained as evidence. An audio or video tape recording may also be retained as evidence.

Candidates will produce a maximum of two drafts of the written piece which will be retained as evidence. Candidates will then check the draft(s) and produce the final written piece. They will have access to notes and dictionaries and will carry out the work on their own, under supervision. The total length of the written piece should be approximately 250–300 words. An assessor checklist will support the written task and provide evidence that the piece is the candidate's own work.

The evidence required for the assignment 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.

Outcomes 3 and 4

For Outcomes 3 and 4, candidates will demonstrate their understanding of spoken and written English in study-related contexts by attempting a test. The test will be conducted under controlled, supervised conditions and have a time limit of 1 hour. It is likely that the test will be conducted towards the end of the Unit.

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: Study-related contexts (Higher)

Candidates will demonstrate their understanding of spoken English by listening to one text on a study-related theme. The text will be of 3–4 minutes duration and can be heard twice. Candidates will then attempt a series of short-answer questions related to the text. This part of the test will be conducted under closed-book conditions and will have a time limit of 15 minutes.

Candidates will demonstrate their understanding of written English by attempting a series of short-answer questions which relate to a maximum of two study-related texts. The word total of the text(s) will be approximately 550. This part of the test has a time limit of 45 minutes and candidates will have access to dictionaries

The National Assessment Bank (NAB) items for this Unit exemplify the national standard. The NAB includes an assignment, a test and assessor checklists and records. Centres who wish to design their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT English for Speakers of Other Languages: Study-related contexts (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this Unit is to support candidates' language development in preparation for further or higher education. Candidates should have a previous knowledge of English.

This Unit can be delivered as an integral part of a school curriculum, in further education colleges or community-based provision or in a Language Support context. Teachers/lecturers should ensure that the content relates to the candidate's interactions in specialist English for Speakers of Other Languages or English as an Additional Language provision and in mainstream classes. Where the Unit is being delivered in schools or further education colleges, teachers/lecturers should focus on aspects of the curriculum and candidates' interactions with teachers/lecturers and other relevant staff. Where the candidates are not currently studying other subjects, appropriate and relevant aspects of the skills should be identified to develop the necessary language for future study. Ideally, the emphasis placed and time spent on the different aspects of the topic will be defined by the candidate's own priorities.

Candidates will be assessed on their speaking, writing, listening and reading skills in study-related contexts. In order to provide a focus for development of these skills, the following topic is suggested:

◆ Education

Further information on this topic can be found in the Guidance on Learning and Teaching approaches for this Unit.

Further guidance on language skills, activities, text types and grammar and vocabulary can be found in the Appendix to this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The approach to learning and teaching should be candidate-centred and focus on developing candidates' understanding of both written and spoken English in study-related contexts. Candidates should be encouraged to take personal responsibility for developing their awareness of the language and their ability to use it in these contexts.

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

Listed below are suggested examples of what candidates could be expected to do in the topic area; other examples can be identified by the teacher/lecturer. In this Unit, there should be a particular emphasis on the underlying study of language and structure to improve fluency and accuracy.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Study-related contexts (Higher)

Education

- ◆ identify strengths and areas for development in terms of language learning and other subjects
- ◆ understand instructions for developing language learning skills
- ◆ understand spoken and written instructions for classroom activities, assignments and assessments
- ◆ understand spoken and written information relating to areas of study
- ◆ understand opinion and attitude, infer meaning and draw conclusions
- ◆ give short presentations about a subject in which they are interested
- ◆ take part in discussions, expressing their own opinions and obtaining opinions of others
- ◆ analyse and interpret information of a verbal and visual nature eg graphs, tables and charts
- ◆ write texts on topics relating to areas of study and redraft this material
- ◆ make enquiries, face-to-face and on the telephone, about courses, funding and entry requirements
- ◆ understand information provided in relation to courses, funding and entry requirements
- ◆ write a short formal letter requesting details of course and application form

In relation to each of the four skills which candidates need to develop, the following guidance on appropriate learning and teaching approaches is given:

Speaking

In order for the candidate to give a presentation, they must have the opportunity to develop, practise and use the necessary skills. Opportunities for practice of language should be maximised through pair and group activities in the classroom, and learners encouraged to make short presentations on study-related topics. Analysing spoken English, with an increasing focus on accuracy and features of the language, will contribute to the development of appropriate skills at this level. Teachers and lecturers should also ensure that candidates develop the necessary study skills to research topics for presentations. Candidates should become accustomed to being recorded for the purposes of assessment and to analyse and identify ways of improving their oral skills. Appropriate activities to help candidates develop their English speaking skills in study-related contexts would be:

- ◆ one to one conversations in study-related contexts eg reviews of work, tutorials
- ◆ paired or group discussions of subject-based issues
- ◆ making presentations, recording, analysing and discussing those

Writing

Writing activities undertaken by the candidates at this stage should be varied and integrated into the work done in the other skills. The aim in this Unit is to make candidates feel competent at undertaking the kind of writing tasks that will be required of them in study contexts and to increase their confidence in writing. Candidates should become familiar with the different ways in which they are asked to provide information in study-related contexts. They should make use of a range of discursive and report writing models, and with a focus on improving the accuracy of their work, pay particular attention to the conventions for the subject in terms of functions, grammatical structure, style and vocabulary. Feedback from the teacher, correction of texts and redrafting will form an essential part of this process.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Study-related contexts (Higher)

Appropriate activities to help candidates develop their English writing skills in study-related contexts would be:

- ◆ using models of texts to develop specific writing skills
- ◆ note-taking, summarising and paraphrasing
- ◆ using information to write reports
- ◆ use of correct referencing practice for original sources

Listening

Candidates should be exposed to a wide range of different voices and accents, both live and recorded and should be encouraged to listen for overall meaning, key points and detail and recognise the implications of tone in the expression of opinions and attitudes. They should be given the opportunity to listen to different types of formal discourse and apply the information to different tasks. They should become aware of the different facets of spoken English and continue to focus on developing the accuracy of their listening skills and their ability to infer meaning. At this stage in their language development learners should be able to make useful notes on what they have listened to and should be given the opportunity to do this in less structured tasks.

Appropriate activities to help candidate develop their English listening skills in study-related contexts would be listening to:

- ◆ listening to extracts from talks, presentations
- ◆ listening to one-to-one interactions with teachers/lecturers and learners
- ◆ listening to extracts from radio/TV programmes
- ◆ listening and note taking
- ◆ listening to discussions on study-related topics

Reading

Candidates should be given experience of a range of study-related texts and extensive practice in the question types which will be used to assess their reading. At this level candidates should be encouraged to analyse texts in terms of the purpose of the communication, learning to identify the expected response and to make use of semantic, syntactic and grammatical cues. Their ability to infer meaning and draw conclusions should also be developed. Candidates should be encouraged to read widely and continue to learn to use dictionaries and other reference material.

Appropriate activities to help candidates develop their English reading skills in study-related contexts would be:

- ◆ reading study skills texts
- ◆ reading and interpreting information from a variety of subject based texts
- ◆ reading relevant articles, reports
- ◆ note-taking and referencing

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Study-related contexts (Higher)

In Unit and Course assessment candidates will be expected to demonstrate their understanding of listening and reading by attempting a series of short answer questions. Learning and Teaching should include time for candidates to practise answering these types of questions. Appropriate question types for candidates to practise are listed below under 'Guidance on Approaches to Assessment for this Unit' in relation to Outcomes 3 and 4.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

If re-assessment is required it should be carried out under the 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/lecturer.

In relation to each Outcome, the following guidance is given:

Outcome 1 Communicate orally in English for study purposes

Candidates' presentations should reflect the study contexts they may encounter in school, further education colleges and/or higher education institutions. Time for preparation for the speaking assessment should be given and candidates should be encouraged to ask for clarification of the task, if necessary, before they are assessed. They should be given a clear brief which will allow them to satisfy all Performance Criteria.

The speaking task will be a presentation and last 5–6 minutes in total.

Where possible, candidates could be given the opportunity to practise presentations with the audio or video recorder to provide evidence for moderation. Assessor checklists must be retained to provide evidence that candidates have satisfied all performance criteria.

Outcome 2 Produce written English for study purposes

Candidates should be made aware that evidence will be in the form of a maximum of two drafts and a final version of one text. The final version should have a total of 250–300 words. They should be given a clear brief which will allow them to satisfy all Performance Criteria. The draft(s) and final version will be produced by the candidate on his/her own, under supervision. An assessor checklist will support the written tasks and provide evidence that it is the candidate's own work.

When preparing candidates they should be given practice in drafting and redrafting written work. Writing tasks will arise out of what is being listened to, studied, discussed or read in general classroom activity. Since use of notes and a dictionary is permitted when producing the evidence, candidates should be accustomed to using these as they write.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Study-related contexts (Higher)

While being prepared for producing their draft(s) and final versions, candidates need to be made aware of the drafting process.

The original draft(s), including any lecturer/teacher comments and the final versions must be retained by the centre.

The evidence required for Outcomes 1 and 2 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 Outcomes 3 and 4, evidence will be produced in response to a test with a time limit of 1 hour. The test will be attempted under controlled supervised conditions. The listening element of the test will be conducted under closed-book conditions but candidates will have access to a dictionary when attempting the reading tasks.

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

During the listening element of the test, candidates will hear one text, of 3–4 minutes' duration, on a study-related theme. The text will be heard twice. Candidates will be expected to demonstrate an understanding of the text by answering short-answer questions. Appropriate types of short answer questions would be:

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

Outcome 4 Demonstrate an understanding of written English in study-related contexts

The texts will be on study-related themes. Candidates will be expected to demonstrate understanding of the texts by answering short-answer questions. Appropriate types of questions would be:

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

A maximum of two texts on different study-related themes will be used and the combined total will be approximately 550 words.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Study-related contexts (Higher)

There is considerable potential in the classroom for candidates to tackle themes and topics in a way that practises both reading and listening skills by using reading texts in parallel with audio and video extracts. Material and tasks used to prepare candidates for assessment should reflect those that candidates are likely to encounter in a study-related contexts. Care should be taken not to select material that is culturally loaded.

Further information about Unit assessment can be found in the Evidence Requirements for this Unit in the Statement of Standards.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Study-related contexts (Higher)

Appendix — Study-related contexts (Higher)

This Appendix contains guidance on language skills, activities, text types, grammar and vocabulary. This guidance represents what it would be appropriate for candidates to cover or further develop at this level.

Speaking Skills	Writing Skills	Listening Skills	Reading Skills
<ul style="list-style-type: none"> ◆ talking about a proposed course of study ◆ reviewing and evaluating progress ◆ identifying learning goals ◆ asking for specific support ◆ understanding the structure of a presentation or lecture ◆ introducing a topic ◆ giving examples ◆ referring to research ◆ stating a point of view ◆ agreeing and disagreeing ◆ commenting and challenging ◆ changing the subject ◆ emphasising a point ◆ summarising ◆ concluding ◆ giving definitions ◆ describing similarities and differences ◆ describing a process ◆ describing trends ◆ expanding and exemplifying 	<ul style="list-style-type: none"> ◆ understand the structure of an essay and a report ◆ understand referencing systems ◆ understand implications of plagiarism ◆ writing introductions ◆ writing conclusions ◆ editing and re-drafting ◆ using appropriate register ◆ defining ◆ generalising ◆ summarising ◆ describing objects, location and direction ◆ describing processes including diagrams, tables and charts ◆ classifying and categorising ◆ giving examples ◆ expressing degrees of certainty ◆ expressing reasons and cause and effect ◆ expanding and exemplifying 	<ul style="list-style-type: none"> ◆ listening for specific information ◆ listening for gist ◆ selecting relevant information ◆ summarising short extracts ◆ understanding tone and register ◆ understanding attitude ◆ deducing meaning of unfamiliar words or word groups ◆ transferring information to charts/tables/notes ◆ inferring ◆ listening to and understanding a variety of accents ◆ listening comprehension in a variety of formats, including note-taking ◆ exercises in distinguishing facts from opinions ◆ identifying the purpose of spoken information ◆ matching spoken information to written texts 	<ul style="list-style-type: none"> ◆ understanding text structure ◆ speed reading ◆ distinguishing main ideas from supporting detail ◆ following an argument ◆ scanning for specific information ◆ reading for gist ◆ inferring ◆ identifying key words ◆ understanding tone and register ◆ understanding attitude ◆ predicting ◆ identifying referring devices ◆ reading critically ◆ reading comprehension in a variety of formats, including note-taking ◆ exercises in distinguishing facts from opinions ◆ identifying the purpose of written information ◆ matching written information to other texts

National Unit Specification: support notes (cont)

Appendix — Study-related contexts (Higher) (cont)

Speaking Skills	Writing Skills	Listening Skills	Reading Skills
<ul style="list-style-type: none"> ◆ persuading and convincing ◆ comparing and contrasting ◆ classifying and categorising ◆ sequencing ◆ class, group and pair practice of language ◆ interactions with others in educational establishments ◆ making presentations ◆ participating in one-to-one and group discussions ◆ recording and analysing interactions ◆ information gap exercises ◆ listening for pronunciation practice 	<ul style="list-style-type: none"> ◆ developing an argument ◆ hypothesising and predicting ◆ writing critically ◆ producing texts in pairs, groups and individually ◆ correcting errors in texts and redrafting in pairs, groups and individually ◆ maintaining and using a vocabulary notebook ◆ researching topics and using the information to produce presentations and written texts ◆ dictation ◆ identifying parts of a text ◆ modelling and evaluating other written text 	<ul style="list-style-type: none"> ◆ extracting information to complete tables, diagrams, graphs and grids ◆ extracting information and comparing with another candidate, in a group and with answer key 	<ul style="list-style-type: none"> ◆ identifying parts of a text ◆ extracting information to complete tables, diagrams, graphs and grids ◆ extracting information and comparing with another candidate, in a group and with answer key

National Unit Specification: support notes (cont)

Appendix — Study-related contexts (Higher) (cont)

These suggestions build on structure and vocabulary at lower levels

Grammar and Vocabulary
<ul style="list-style-type: none">◆ time clauses◆ cause and effect◆ linkers /conjunctions◆ inversions and negative adverbials◆ gerund and infinitives◆ dependent prepositions◆ order of adjectives◆ stative verb◆ gradable/upgradeable adjectives <p>Vocabulary development related to selected topic areas and including further development of:</p> <ul style="list-style-type: none">◆ collocations◆ phrasal verbs◆ idiomatic expressions◆ colloquial expressions and slang