



## **National Unit specification: general information**

**Unit title:** ESOL Writing for Employability (SCQF level 5)

**Unit code:** H1XF 11

**Superclass:** FK

**Publication date:** July 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

## **Summary**

This Unit is designed for candidates whose first language is not English and who need to develop their ability to use written English in a range of personal/social, transactional and work-related contexts. Candidates undertaking this Unit will already be able to produce straightforward written English. The Unit is part of the National Certificate in ESOL for Employability Group Award at SCQF level 5 and may also be taken as a free-standing Unit.

## **Outcomes**

- 1 Produce a piece of writing in detailed English on matters of personal or social interest.
- 2 Produce a piece of writing in detailed English in a transactional context.
- 3 Produce a piece of writing in detailed English in a work-related context.

## **Recommended entry**

While entry is at the discretion of the centre, candidates would normally be expected to have attained one or more ESOL Units at SCQF level 4 or equivalent.

OR

Successfully completed a valid diagnostic test at the appropriate level.

## **General information (cont)**

**Unit title:** ESOL Writing for Employability (SCQF level 5)

### **Credit points and level**

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

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

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

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

## **National Unit specification: statement of standards**

**Unit title:** ESOL Writing for Employability (SCQF level 5)

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

### **Outcome 1**

Produce a piece of writing in detailed English on matters of personal or social interest.

#### **Performance Criteria**

- (a) Use a range of sentence structures and vocabulary appropriate to purpose.
- (b) Use grammar, spelling and punctuation accurately enough to convey meaning on a first reading.
- (c) Use conventions of style and layout appropriate to purpose and audience.
- (d) Present writing in a structured manner, using appropriate cohesive devices.
- (e) Give reasons in support of points made.

### **Outcome 2**

Produce a piece of writing in detailed English in a transactional context.

#### **Performance Criteria**

- (a) Use a range of sentence structures and vocabulary appropriate to purpose.
- (b) Use grammar, spelling and punctuation accurately enough to convey meaning on a first reading.
- (c) Use conventions of style and layout appropriate to purpose and audience.
- (d) Present writing in a structured manner, using appropriate cohesive devices.
- (e) Give reasons in support of points made.

### **Outcome 3**

Produce a piece of writing in detailed English in a work-related context.

#### **Performance Criteria**

- (a) Use a range of sentence structures and vocabulary appropriate to purpose.
- (b) Use grammar, spelling, punctuation and register accurately enough for a formal employment context.
- (c) Use conventions of style and layout appropriate to purpose and audience.
- (d) Present writing in a structured manner.

## **National Unit specification: statement of standards (cont)**

**Unit title:** ESOL Writing for Employability (SCQF level 5)

### **Evidence Requirements for this Unit**

Written evidence is required to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria. Evidence for all Outcomes will be generated under supervised conditions. Candidates will have access to monolingual dictionaries and may use word correction keys. Candidates are also permitted to access notes when generating evidence for Outcome 3.

#### **Outcome 1**

In one detailed piece of writing on matters of personal and social interest candidates must include:

- ◆ a range of sentence structures and vocabulary which is appropriate to purpose
- ◆ grammar, spelling and punctuation which convey meaning sufficiently accurately on a first reading
- ◆ conventions of style and layout which are appropriate to purpose and audience
- ◆ writing which is presented in a structured manner, using some appropriate cohesive devices
- ◆ at least one reason in support of each main point made

#### **Outcome 2**

In one detailed piece of writing in a transactional context candidates must include:

- ◆ a range of sentence structures and vocabulary which is appropriate to purpose
- ◆ grammar, spelling and punctuation which convey meaning sufficiently accurately on a first reading
- ◆ conventions of style and layout which are appropriate to purpose and audience
- ◆ writing which is presented in a structured manner, using some appropriate cohesive devices
- ◆ at least one reason in support of each main point made

#### **Outcome 3**

In a detailed piece of writing in a work-related context candidates must include:

- ◆ a range of sentence structures and vocabulary which is appropriate to purpose
- ◆ grammar, spelling, punctuation and register which are sufficiently accurate for a formal employment context
- ◆ conventions of style and layout which are appropriate to purpose and audience
- ◆ writing which is presented in a structured manner

## National Unit specification: support notes

**Unit title:** ESOL Writing for Employability (SCQF level 5)

### Guidance on the content and context for this Unit

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.

The purpose of this Unit is to help candidates develop their writing skills in English for personal/social, transactional and work-related purposes. Candidates undertaking this Unit will already have achieved SCQF level 4 ESOL or equivalent.

This Unit is a core part of the National Certificate in ESOL for Employability at SCQF level 5. It can be delivered as an integral part of a school curriculum, in further education colleges, community-based provision or in a language support context. While in certain centres there may be reasons to deliver *ESOL Writing for Employability* SCQF level 5 as a stand-alone Unit, it is generally expected that centres will offer this Unit together with *ESOL Reading for Employability*, *ESOL Speaking for Employability* and *ESOL Listening for Employability* as a package, integrating the preparation and practice for these in course work.

*ESOL: Writing for Employability* SCQF level 5 may be taught alongside *ESOL: Living in Scotland* and *Preparing for Work* (F57F 11) and there may be opportunities for integration of assessment evidence.

The following are suggested contexts for study:

- ◆ personal identity
- ◆ social and physical environment
- ◆ free time and leisure
- ◆ goods and services
- ◆ health
- ◆ travel
- ◆ job searches and career advice
- ◆ personal statements and CVs

Topics which may be studied within each context can be found in the *Guidance on Learning and Teaching Approaches* for this Unit.

## National Unit specification: support notes (cont)

**Unit title:** ESOL Writing for Employability (SCQF level 5)

### Guidance on learning and teaching approaches for this Unit

The approach to learning and teaching should be candidate-centred and focus on developing candidates' abilities to write in English in personal/social, transactional and work-related contexts. Candidates should be encouraged to take personal responsibility for developing their awareness of the language and their ability to use it.

The learning and teaching materials used in the classroom should be relevant to candidates' lives. Candidates should be given maximum opportunity to practise and demonstrate their writing skills.

Although suggested topics may be covered in the teaching of this Unit, candidates are not expected to demonstrate competence in each. Lessons should consolidate and extend candidates' knowledge of grammar, expand their vocabulary and build their confidence when using the language.

Listed below, under each heading, are suggested examples of what candidates could be expected to write about:

#### Personal/social

**(NB:** Teachers should be sensitive to the personal circumstances of all candidates, eg those with difficult family situations.)

- ◆ family
- ◆ home country: culture, people, places, etc
- ◆ current/future employment or education
- ◆ comparisons of different jobs or courses, stating preferences
- ◆ past habits and experiences
- ◆ wishes/hopes for the future
- ◆ plans and ambitions
- ◆ social events/occasions
- ◆ daily life
- ◆ physical environment: local area/places of interest/own accommodation
- ◆ leisure and hobbies
- ◆ living in Scotland/in another country

#### Transactional

- ◆ goods and services
- ◆ arranging deliveries
- ◆ complaining about late deliveries, faulty goods or poor service

## National Unit specification: support notes (cont)

**Unit title:** ESOL Writing for Employability (SCQF level 5)

Health:

- ◆ reporting accidents and emergencies

Travel:

- ◆ making bookings
- ◆ providing directions
- ◆ asking for travel information
- ◆ asking for information about places of interest

### Work-Related

- ◆ Job searches and career advice
- ◆ Personal statements and CVs
- ◆ Workplace routines and ethos

Writing activities should be varied and integrated into the coursework done in the other skills Units and in the National Certificate ESOL and Employability award where applicable. They should relate to the writing tasks a candidate might be expected to undertake in personal/social, transactional and work-related contexts. Feedback from the teacher/lecturer, correction of texts and redrafting will form an essential part of this process. Writing correction keys should be used.

The table below outlines possible text types and activities that can be used in class to prepare candidates for assessment:

Examples of Text Types	Preparation Activities
<ul style="list-style-type: none"><li>◆ informal letters/e-mails</li><li>◆ formal letters/e-mails</li><li>◆ descriptive and narrative texts</li><li>◆ instructions</li><li>◆ forms</li><li>◆ CVs and personal statements</li></ul>	<ul style="list-style-type: none"><li>◆ producing texts in pairs, groups and individually from instructions</li><li>◆ correcting errors in texts and redrafting in pairs, groups and individually</li><li>◆ modelling and evaluating other written texts</li><li>◆ maintaining and using a vocabulary notebook</li><li>◆ spelling and punctuation worksheets</li><li>◆ dictation</li></ul>

## **National Unit specification: support notes (cont.)**

**Unit title:** ESOL Writing for Employability (SCQF level 5)

### **Checklists**

The following grids are not prescriptive but represent appropriate skills for candidates to learn or further develop at these levels. They can be used as checklists to ensure that the necessary skills have been covered in preparation for assessment.

The grids also provide what would be appropriate at National 2 and National 3 levels to demonstrate progression.

### **Functions**

There is progression in terms of functions across the levels but it should be noted that the main progression comes from the exponents used (ie what is actually said) in an interaction rather than the functions themselves.

Example:

Asking for help is a function that appears in all levels. Examples of exponents at levels 3–5 are as follows:

SCQF level 3: Please phone me as soon as possible.

SCQF level 4: Please could you phone me as soon as possible.

SCQF level 5: I would be grateful if you could phone me as soon as possible.



## National Unit specification: support notes (cont)

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### Functions Grid

Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>◆ asking for and giving information</li> <li>◆ describing routines</li> <li>◆ describing frequency and duration</li> <li>◆ expressing likes and dislikes</li> <li>◆ inviting and responding to an invitation</li> <li>◆ accepting and refusing</li> <li>◆ thanking</li> <li>◆ requesting and offering</li> <li>◆ asking permission</li> <li>◆ asking for/giving simple instructions</li> <li>◆ making arrangements/ appointments</li> <li>◆ making and accepting an apology</li> <li>◆ expressing gratitude</li> <li>◆ inviting someone to do something and responding to an invitation</li> <li>◆ describing</li> <li>◆ expressing intention</li> <li>◆ asking for something to be written down</li> <li>◆ asking for clarification</li> <li>◆ describing past experiences</li> <li>◆ suggesting</li> <li>◆ giving directions</li> </ul>	<ul style="list-style-type: none"> <li>◆ asking for and giving information</li> <li>◆ asking for help</li> <li>◆ describing routines</li> <li>◆ describing frequency and duration</li> <li>◆ expressing likes and dislikes</li> <li>◆ inviting and responding to an invitation</li> <li>◆ accepting and refusing</li> <li>◆ thanking</li> <li>◆ requesting and offering</li> <li>◆ asking permission</li> <li>◆ asking for/giving simple instructions</li> <li>◆ making arrangements/ appointments</li> <li>◆ making and accepting an apology</li> <li>◆ expressing gratitude</li> <li>◆ inviting someone to do something and responding to an invitation</li> <li>◆ describing</li> <li>◆ expressing intention</li> <li>◆ asking for clarification</li> <li>◆ describing past experiences</li> <li>◆ suggesting</li> <li>◆ asking for and giving directions</li> <li>◆ asking for confirmation</li> <li>◆ expressing and asking about wishes or preferences</li> <li>◆ expressing interest and lack of interest</li> <li>◆ explaining a problem</li> <li>◆ expressing opinion</li> <li>◆ expressing agreement and disagreement</li> </ul>	<ul style="list-style-type: none"> <li>◆ asking for and giving information</li> <li>◆ asking for help</li> <li>◆ describing routines</li> <li>◆ describing frequency and duration</li> <li>◆ expressing likes and dislikes</li> <li>◆ inviting and responding to an invitation</li> <li>◆ accepting and refusing</li> <li>◆ thanking</li> <li>◆ requesting and offering</li> <li>◆ asking permission</li> <li>◆ asking for/ giving simple instructions</li> <li>◆ making arrangements/ appointments</li> <li>◆ making and accepting an apology</li> <li>◆ expressing gratitude</li> <li>◆ inviting someone to do something and responding to an invitation</li> <li>◆ describing</li> <li>◆ expressing intention</li> <li>◆ asking for clarification</li> <li>◆ describing past experiences</li> <li>◆ suggesting</li> <li>◆ asking for and giving directions</li> <li>◆ asking for confirmation</li> <li>◆ expressing and asking about wishes or preferences</li> <li>◆ expressing interest and lack of interest</li> <li>◆ explaining a problem</li> <li>◆ expressing opinion</li> <li>◆ expressing agreement and disagreement</li> <li>◆ expressing regrets</li> <li>◆ politely complaining/ expressing dissatisfaction</li> </ul>

## National Unit specification: support notes (cont)

**Unit title:** ESOL Writing for Employability (SCQF level 5)

### Writing Skills Grid

Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>◆ use basic punctuation appropriately</li> <li>◆ record personal information on straightforward forms</li> <li>◆ ask for and provide basic personal information</li> <li>◆ construct simple and compound sentences using common conjunctions</li> <li>◆ understand the conventions and layout of different types of writing, eg formal v informal letters, emails, etc</li> <li>◆ edit and re-draft</li> </ul>	<ul style="list-style-type: none"> <li>◆ use appropriate layout</li> <li>◆ use register, syntax, spelling, punctuation and grammar appropriate to this level</li> <li>◆ use a range of simple and complex structures</li> <li>◆ use a monolingual English dictionary to check and correct spelling mistakes</li> <li>◆ use linkers appropriate to this level</li> <li>◆ write texts with coherence and cohesion appropriate to this level (ie meaning is clear, ideas are linked sensibly and progress logically, texts are structured into clear and logical paragraphs)</li> <li>◆ check and correct own work and respond to teacher/lecturer feedback to edit and redraft</li> </ul>	<ul style="list-style-type: none"> <li>◆ use appropriate layout</li> <li>◆ use register, syntax, spelling, punctuation and grammar appropriate to this level</li> <li>◆ use a range of simple and complex structures</li> <li>◆ use a monolingual English dictionary to check and correct spelling mistakes</li> <li>◆ use linkers appropriate to this level sufficiently accurately to convey meaning on first reading</li> <li>◆ write texts with coherence and cohesion appropriate to this level (ie meaning is clear, ideas are linked sensibly and progress logically, texts are structured into clear and logical paragraphs)</li> <li>◆ check and correct own work and respond to teacher/lecturer feedback to edit and redraft</li> </ul>

## National Unit specification: support notes (cont.)

**Unit title:** ESOL Writing for Employability (SCQF level 5)

### Grammar Grid

Level 3	Level 4	Level 5
<p>These suggestions build on structures, vocabulary and functions at lower levels</p> <ul style="list-style-type: none"> <li>◆ articles</li> <li>◆ other determiners</li> <li>◆ countable/uncountable nouns</li> <li>◆ possessives</li> <li>◆ prepositions of time and place</li> <li>◆ present simple</li> <li>◆ imperatives</li> <li>◆ present continuous (including temporary situations and future plans)</li> <li>◆ past simple and continuous</li> <li>◆ past habit — used to</li> <li>◆ present perfect</li> <li>◆ time markers — for, since, ago</li> <li>◆ will/going to</li> <li>◆ first conditional</li> <li>◆ basic phrasal verbs, eg fill in, pick up, look up, etc</li> <li>◆ modals: can/could, would, must, should</li> <li>◆ 'have to' for obligation</li> <li>◆ comparative and superlative adjectives</li> <li>◆ conjunctions: and, but, too, so, etc</li> <li>◆ adverbs of manner, place and time</li> <li>◆ basic collocations</li> <li>◆ relative clauses</li> </ul>	<p>These suggestions build on structures, vocabulary and functions at lower levels</p> <ul style="list-style-type: none"> <li>◆ present simple and continuous</li> <li>◆ past simple and continuous and used to</li> <li>◆ present perfect simple and continuous</li> <li>◆ the passive</li> <li>◆ will/going to</li> <li>◆ first and second conditional</li> <li>◆ wish</li> <li>◆ modal verbs</li> <li>◆ Past modal should have done</li> <li>◆ time markers — already, yet, just</li> <li>◆ common phrasal verbs</li> <li>◆ gerunds and infinitives</li> <li>◆ comparative and superlative adjectives</li> <li>◆ order of adjectives</li> <li>◆ so/such</li> <li>◆ short answers and reply questions</li> <li>◆ question tags</li> <li>◆ adverbs of degree and opinion</li> <li>◆ conjunctions — also, although, however, unless, until, etc</li> <li>◆ prepositions of time and place</li> <li>◆ common collocations</li> <li>◆ reported speech</li> </ul>	<p>These suggestions build on structures, vocabulary and functions at lower levels</p> <ul style="list-style-type: none"> <li>◆ past perfect simple and continuous</li> <li>◆ more complex ways of expressing the future, eg present simple, future continuous, future perfect</li> <li>◆ third and mixed conditionals</li> <li>◆ past modals</li> <li>◆ more phrasal verbs</li> <li>◆ verb patterns</li> <li>◆ used to and be/get used to</li> <li>◆ defining versus non-defining relative clauses</li> <li>◆ participle clauses</li> <li>◆ causative verbs</li> <li>◆ conjunctions: however, despite/in spite of, although</li> </ul>

## National Unit specification: support notes (cont)

**Unit title:** ESOL Writing for Employability (SCQF level 5)

By adopting the above learning and teaching approaches particularly through Outcome 3 and corresponding Evidence Requirements, the Unit should provide candidates with an opportunity to develop the following essential skills for life, learning and work:

**Employability** — through developing appropriate communication and literacy skills to a standard acceptable to industry, working on time limited tasks and the ability to work with others.

### Guidance on approaches to assessment for this Unit

Centres must make sure that all Unit assessment is carried out under the stated conditions.

Candidates will be required to produce written English using straightforward language on three occasions.

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 these and to clarify aspects with the teacher/lecturer.

Topics will be drawn from personal/social, transactional and work-related contexts. This Unit provides opportunities for integrated assessment. A written piece from *ESOL: Living in Scotland* may provide evidence for Outcome 1 of this Unit, and a CV or personal statement from *Preparing to Work* (F57F 11) may provide evidence for Outcome 3 of this Unit.

Writing tasks should be integrated into classroom topics. Teachers/lecturers should use their candidates' contexts when selecting writing tasks.

Within formative work, candidates should be made aware of the drafting process, ie they should be given practice in redrafting their written work. Writing correction keys may be used for both formative and summative assessments.

Evidence of writing can be presented in either handwritten or digital form.

While written evidence of approximately 250 words is expected for each Outcome, evidence for Outcome 3 may vary significantly in length, depending on the extent of the candidate's past employment. Teacher discretion should be used regarding the appropriate length for each candidate for Outcome 3.

Candidates may produce a maximum of two drafts of each written piece. Candidates will then check the draft(s) and produce the final written piece. Only the final written piece is required as evidence. Each draft and the final written piece should be completed within approximately one hour. An assessor checklist will support the tasks and provide evidence that they are the candidate's own work.

## National Unit specification: support notes (cont)

**Unit title:** ESOL Writing for Employability (SCQF level 5)

At this level it can be expected that there will be inaccuracies in structures and vocabulary. The evidence required may be produced at different points throughout the Unit, or towards the end of the Unit when candidates' language skills are more developed.

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

### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres that wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### Opportunities for developing Core Skills

Throughout this Unit candidates will concentrate on writing activities.

Candidates will write about personal and social matters, transactions and work.

Therefore as candidates are doing this Unit they will be developing aspects of the Core Skill of *Communication*.

Additionally group and pair work are frequently used, as they are embedded in Communicative Language Learning. Therefore aspects of the Core Skill of *Working with Others* will also be developed.

### Disabled candidates and/or those with additional support needs

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

## History of changes to Unit

Version	Description of change	Date

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