



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

**Unit title:** ESOL Listening for Employability (SCQF level 4)

**Unit code:** H1XG 10

**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 English in a range of personal/social, transactional and work-related contexts. While studying this Unit candidates will develop their competence in the skill of listening to English. Candidates undertaking this Unit will already have an understanding of simple English.

The Unit has been developed as part of the National Certificate in ESOL for Employability at SCQF level 4 and can be taken as a freestanding Unit.

### **Outcomes**

- 1 Listen to and demonstrate understanding of straightforward English on matters of personal or social interest.
- 2 Listen to and demonstrate understanding of straightforward English in a transactional context.
- 3 Listen to and demonstrate understanding of straightforward 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 3 or equivalent.

**Or**

Have successfully completed a valid diagnostic test at the appropriate level.

## **General information (cont)**

**Unit title:** ESOL Listening for Employability (SCQF level 4)

### **Credit points and level**

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4\*)

*\*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**

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 Listening for Employability (SCQF level 4)

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**

Listen to and demonstrate understanding of straightforward English on matters of personal or social interest.

#### **Performance Criteria**

- (a) Identify overall purpose and main points in the text.
- (b) Identify aspects of detail in the text.

### **Outcome 2**

Listen to and demonstrate understanding of straightforward English in a transactional context.

#### **Performance Criteria**

- (a) Identify overall purpose and main points in the text.
- (b) Identify aspects of detail in the text.

### **Outcome 3**

Listen to and demonstrate understanding of straightforward English in a work-related context.

#### **Performance Criteria**

- (a) Produce appropriate responses to personal information questions.
- (b) Produce appropriate responses to questions about skills and experience.
- (c) Produce appropriate responses to questions about a relevant job.

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

**Unit title:** ESOL Listening for Employability (SCQF level 4)

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

Written and/or oral 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 closed-book conditions with suggested time constraints. If re-assessment is required, an alternative task must be selected and assessment will be carried out under these same conditions.

#### **Outcome 1**

From a straightforward spoken text on matters of personal or social interest, candidate evidence must include:

- ◆ identification of the overall purpose and two main points in the text
- ◆ identification of three aspects of detail

#### **Outcome 2**

From a straightforward spoken text in transactional context candidate evidence must include:

- ◆ identification of the overall purpose and two main points in the text
- ◆ identification of three aspects of detail

#### **Outcome 3**

From straightforward spoken English in a work-related context candidate evidence must include:

- ◆ two appropriate responses regarding personal information
- ◆ two appropriate responses about skills and experience
- ◆ two appropriate responses about a relevant job

## National Unit specification: support notes

### Unit title: ESOL Listening for Employability (SCQF level 4)

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 listening skills in English, in relation to straightforward texts and interactions, for personal/social, transactional and work-related purposes.

This Unit is designed to be part of the National Certificate in ESOL for Employability at SCQF level 4.

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 Listening for Employability* SCQF level 4 as a standalone Unit, it is generally expected that centres will offer this Unit together with *ESOL Writing for Employability*, *ESOL Speaking for Employability* and *ESOL Reading for Employability* as a package, integrating the preparation and practice for these in coursework.

*ESOL Listening for Employability* SCQF level 4 may be taught alongside *Preparing to Work* (F57F 10) 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
- ◆ mock-interviews

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 Listening for Employability (SCQF level 4)

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

The approach to learning and teaching should be learner-centred and focus on developing candidates' abilities to listen to 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 listening 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 topics suitable for listening texts.

#### Personal/social:

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

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

#### Transactional:

Goods and services

- ◆ buying and selling
- ◆ complaints: late deliveries, faulty goods or poor service
- ◆ making enquiries/requesting information

## National Unit specification: support notes (cont)

**Unit title:** ESOL Listening for Employability (SCQF level 4)

Health

- ◆ doctor and patient/nurse and patient conversations
- ◆ general health-related broadcasts, conversations, etc

Travel

- ◆ general travel information
- ◆ directions
- ◆ places of interest

**Work-related:**

- ◆ job searches and career advice
- ◆ interviews and mock-interviews
- ◆ workplace routines and ethos

Listening activities should be varied and integrated into the work done in the other skills Units and, where relevant, into other Units in the National Certificate in ESOL for Employability at SCQF level 4. They should relate to the listening tasks a candidate might be expected to undertake in personal/social transactional and work-related contexts. Feedback from the teacher/lecturer and reflection on it will form an essential part of this process.

Appropriate text types and activities to help candidates develop their English listening skills in personal/social, transactional and work-related contexts would be:

<b>Text types</b>	<b>Activities</b>
<ul style="list-style-type: none"><li>◆ one-to-one conversations</li><li>◆ job interviews/mock-interviews</li><li>◆ careers guidance discussions</li><li>◆ paired or group discussions</li><li>◆ talks which relate to personal and social issues</li><li>◆ instructions and directions</li><li>◆ audio recordings of dialogues authentic interactions</li><li>◆ recorded messages</li><li>◆ published audio and video material for learners of English</li><li>◆ short extracts from television and radio programmes</li></ul>	<ul style="list-style-type: none"><li>◆ listening comprehension with questions in a variety of formats</li><li>◆ identifying the purpose of spoken information</li><li>◆ identifying specific information in spoken texts</li><li>◆ matching spoken information to written texts and pictures</li><li>◆ responding appropriately to spoken questions</li><li>◆ extracting information to complete diagrams, graphs and grids</li></ul>

Candidates should be able to understand straightforward English on a variety of topics in the texts used for the above activities. They will be able to identify the main points and the specific details.

## National Unit specification: support notes (cont)

**Unit title:** ESOL Listening for Employability (SCQF level 4)

### Checklist

The information in this grid is not prescriptive but represents appropriate skills for candidates to learn or further develop at these levels. It can be used as a checklist to ensure that the necessary skills have been covered in preparation for assessment. Levels 2 and 3 are included for reference.

Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>◆ predict answers</li> <li>◆ identify purpose of text</li> <li>◆ identify basic genres</li> <li>◆ listen for specific information</li> <li>◆ recognise key words and main points</li> <li>◆ understand familiar accents</li> </ul>	<ul style="list-style-type: none"> <li>◆ predict answers</li> <li>◆ identify purpose and genre</li> <li>◆ listen for gist</li> <li>◆ begin to listen for opinion/attitude</li> <li>◆ listen for relevant/specific information</li> <li>◆ understand a variety of accents</li> <li>◆ identify and interpret tone and register</li> <li>◆ identify and interpret simply expressed feelings and opinions</li> </ul>	<ul style="list-style-type: none"> <li>◆ predict answers</li> <li>◆ identify purpose and genre</li> <li>◆ listen for gist</li> <li>◆ listen for opinion/attitude</li> <li>◆ listen for relevant/specific information</li> <li>◆ listen for supporting detail</li> <li>◆ understand a variety of accents</li> <li>◆ begin to identify and interpret tone and register</li> <li>◆ infer meaning</li> <li>◆ identify and interpret simply expressed feelings and opinions</li> </ul>

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.

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

Outcome 3 of this Unit may provide opportunities for integrated assessment with *Preparing to Work* (F57F 10). Outcome 3 of *Preparing to Work* is a job interview. Appropriate responses to the questions asked could provide evidence of understanding of straightforward English in a work-related context.



## National Unit specification: support notes (cont)

### Unit title: ESOL Listening for Employability (SCQF level 4)

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

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.

For Outcome 1, candidates should hear one text of approximately 3 minutes on a matter of personal or social interest. The text would be heard twice. Candidates will demonstrate their understanding by answering a series of questions related to the text orally or in written form. The assessment should be conducted under closed-book conditions and have a time limit of approximately 15 minutes.

For Outcome 2, candidates should hear one text of approximately 3 minutes in a transactional context. The text would be heard twice. Candidates will demonstrate their understanding by answering a series of questions related to the text orally or in written form. The assessment should be conducted under closed-book conditions and have a time limit of approximately 15 minutes.

For both Outcomes 1 and 2, the texts may include recorded conversations, podcasts, radio broadcasts, lectures, course book material for English language learners, etc. Appropriate types of questions would include:

- ◆ short answer questions
- ◆ true/false
- ◆ multiple-choice
- ◆ gap fill
- ◆ completion of diagrams, tables and charts

An assessor checklist will support the tasks and provide evidence that they are the candidate's own work. The checklist will list the Performance Criteria and allow further assessor comment on individual candidates.

For Outcome 3, candidates should hear spoken questions in the context of employment, eg in a mock job interview or a career guidance discussion. The task should last approximately 4 minutes if oral answers are given. A further 4 minutes approximately should be allowed if the answers are written. Candidates will demonstrate their understanding by giving appropriate responses, orally or in writing, to a range of questions.

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 texts in parallel with audio and video extracts. Material and tasks to prepare candidates for assessment should reflect those that candidates are likely to encounter in personal/social, transactional and work-related contexts. Care should be taken to select material that is not culturally loaded.

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

**Unit title:** ESOL Listening for Employability (SCQF level 4)

### **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 social software. Centres which 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 listening activities.

Candidates will listen and respond to texts covering 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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