



---

## ESOL: An Introduction to Beginner English Literacies 2 (National 2)

**SCQF:** level 2 (6 SCQF credit points)

**Unit code:** HW56 72

### Unit outline

The general aim of this Unit is to develop basic English literacy and communication skills for learners whose first language is not English and who have limited knowledge of Roman script. In this Unit, personal and social contexts will be personalised to meet the needs of learners. Learners may have variable language skills in their first language but will have very limited knowledge of written English. Learners will develop their level of competence in the skills of speaking and listening at an introductory level and will develop basic skills in reading, understanding and forming words and numbers and simple sentences in English. This Unit articulates with the ESOL: Preparation for Literacy and ESOL: An Introduction to Beginner Literacies 2 Units at National 1.

Learners who complete this Unit will be able to:

- 1 Communicate orally in English for personal and social purposes using basic language.
- 2 Understand basic texts written in English.
- 3 Produce basic written English on lines.

This Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

With the appropriate level of support and resources, the learner will:

### **1 Communicate orally in English for personal and social purposes using basic language by:**

- 1.1 Using basic structures and vocabulary as appropriate
- 1.2 Communicating with sufficient clarity to convey meaning to a sympathetic listener
- 1.3 Providing, requesting and responding to requests for basic information as appropriate
- 1.4 Beginning and concluding the interaction as appropriate

### **2 Understand basic texts written in English by:**

- 2.1 Identifying different genres from text layout
- 2.2 Identifying essential information, including numerical information, in the text

### **3 Produce basic written English on lines by:**

- 3.1 Forming upper and lower case letters and numbers accurately
- 3.2 Spacing words and positioning full stops accurately
- 3.3 Spelling with sufficient accuracy to convey meaning

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit evidence could include completed learner assessment tasks, observation checklists, recorded oral responses, audio or video evidence, or their equivalent and naturally occurring evidence. Assessors should be confident that there is sufficient evidence to support their judgement that the Assessment Standards have been met.

Learners will normally receive a high degree of support to achieve the Outcomes of the Unit. It is the assessor's responsibility to ensure that the level of support is appropriate for the requirements of the Unit.

Exemplification of assessment is provided in *Unit Assessment Support*.

Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## 1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## 5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

---

**Published:** November 2017 (version 1.0)

**Superclass:** FK

---

## History of changes

| Version | Description of change | Authorised by | Date |
|---------|-----------------------|---------------|------|
|         |                       |               |      |
|         |                       |               |      |
|         |                       |               |      |
|         |                       |               |      |

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if it is reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at **[www.sqa.org.uk](http://www.sqa.org.uk)**.

Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

© Scottish Qualifications Authority 2017