



National Unit specification: general information

Unit title: ESOL Reading for Employability (SCQF level 5)

Unit code: H1XD 11

Superclass: FK

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Summary

This Unit is designed for candidates whose first language is not English but who need to develop their ability to read and demonstrate detailed English in a range of personal/social, transactional and work-related contexts. Candidates undertaking this Unit will already have an understanding of straightforward English.

The Unit has been developed as part of the National Certificate in ESOL for Employability Award at SCQF level 5 and may also be taken as a freestanding Unit.

Outcomes

- 1 Read and demonstrate understanding of a text in detailed English on matters of personal or social interest.
- 2 Read and demonstrate understanding of a text in detailed English in a transactional context.
- 3 Read and demonstrate understanding of a text or texts 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

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

General information (cont)

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Credit points and level

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

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

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

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

Outcome 1

Read and demonstrate understanding of a text in detailed English on matters of personal or social interest.

Performance Criteria

- (a) Identify overall purpose, structure, main points and/or attitudes in the text.
- (b) Identify aspects of detail in the text.

Outcome 2

Read and demonstrate understanding of a text in detailed English in a transactional context.

Performance Criteria

- (a) Identify overall purpose, structure, main points and/or attitudes in the text.
- (b) Identify aspects of detail in the text.

Outcome 3

Read and demonstrate understanding of a text or texts in detailed English in a work-related context.

Performance Criteria

- (a) Explain the overall purpose, main points and/or attitudes in the text(s).
- (b) Identify aspects of detail in the text(s).

National Unit specification: statement of standards (cont)

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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 Outcomes 1 and 2 will be generated under supervised conditions with approximated time constraints. Evidence for Outcome 3 will be generated under open-book conditions. Candidates will in all cases have access to monolingual dictionaries.

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

Outcome 1

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

- ◆ identification of the overall purpose and three main points and/or attitudes
- ◆ identification of three aspects of detail

Outcome 2

From a detailed written text in transactional context, candidate evidence must include:

- ◆ identification of the overall purpose and three main points and/or attitudes
- ◆ identification of three aspects of detail

Outcome 3

From a detailed written text in a work-related context, candidate evidence must include:

- ◆ an accurate explanation of the overall purpose and identification of three main points and/or attitudes
- ◆ identification of four aspects of detail

National Unit specification: support notes

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

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

Guidance on the content and context for this Unit

The purpose of this Unit is to help candidates develop their reading skills in English, in relation to detailed texts, for personal/social, transactional and work-related purposes.

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 Reading for Employability* SCQF level 5 as a standalone Unit, it is generally expected that centres will offer this together with *ESOL Writing 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 Reading for Employability level 4 may be taught alongside *Preparing for Work* (F57F 10) and there may be opportunities for integration of assessment evidence between Units. There may also be opportunities for integration of assessment within this Unit.

The following are suggested contexts for study:

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

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 Reading for Employability (SCQF level 5)

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 read 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 reading 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 read about:

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

- ◆ information for customers
- ◆ complaints procedures about late deliveries, faulty goods or poor service

National Unit specification: support notes (cont)

Unit title: ESOL Reading for Employability (SCQF level 5)

Health

- ◆ information for patients
- ◆ news articles on health

Travel

- ◆ booking and general travel Information
- ◆ directions
- ◆ information about places of interest

Work-related:

- ◆ job searches and career advice
- ◆ job specifications
- ◆ workplace routines and ethos

Reading activities should be varied and may be 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 5. They should relate to the reading 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 reading skills in personal/social, transactional and work-related contexts would be:

Text types	Activities
<ul style="list-style-type: none">◆ notes, formal and informal letters, blogs and e-mails◆ news and magazine articles◆ websites◆ booklets, leaflets, etc relevant to personal/social or transactional contexts◆ extracts from short stories/novels◆ graded readers◆ reports◆ reviews, eg restaurant/film/book◆ job specifications◆ careers advice	<ul style="list-style-type: none">◆ reading comprehension with questions in a variety of formats including short answer, gap fill, multiple-choice questions, true/false and matching tasks◆ identifying and explaining overall purpose, main points and structure◆ identifying attitudes and opinions◆ identifying detail◆ extracting information to complete diagrams, tables, graphs, etc◆ extracting information and comparing with another candidate, in a group and with answer key◆ jigsaw readings◆ ordering narrative texts

National Unit specification: support notes (cont)

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Candidates will be able to understand detailed English in the texts used for the above activities. They will be able to scan longer texts to locate and gather information from different parts of the text. They will be able to identify significant points and follow a line of argument and point of view.

Checklist

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.

Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> ◆ skim ◆ scan ◆ identify key words ◆ identify basics of different genres ◆ identify purpose of a text ◆ recognise context and predict general meaning ◆ read and recognise simple sentence structure ◆ recognise a limited number of words, signs and symbols ◆ recognise common abbreviations in/outside school/college, eg am/pm ◆ understand alphabetical order ◆ use a bilingual and English picture dictionary 	<ul style="list-style-type: none"> ◆ skim ◆ scan ◆ read for gist ◆ identify purpose of a text ◆ identify main points of a text ◆ predict ◆ identify specific information ◆ extract straightforward information for a specific purpose ◆ recognise simply expressed feelings and opinions ◆ use a simple learners' dictionary to check meaning 	<ul style="list-style-type: none"> ◆ skim ◆ scan ◆ predict ◆ speed-read ◆ identify purpose of a text ◆ read for specific information ◆ extract main points and ideas ◆ recognise a variety of feelings and opinions ◆ read and understand relevant specialist words and phrases ◆ identify referring devices ◆ use a monolingual learners' dictionary 	<ul style="list-style-type: none"> ◆ skim ◆ scan ◆ speed-read ◆ identify purpose of a text ◆ read for specific information ◆ extract main points and ideas ◆ predict ◆ infer ◆ identify referring devices ◆ develop a critical approach to texts ◆ extract information to complete tables, diagrams, graphs and grids ◆ extract information to compare with another candidate, in a group and with answer key

National Unit specification: support notes (cont)

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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

ESOL Reading for Employability level 4 may be taught alongside *Preparing for Work* (F57F 10) and there may be opportunities for integration of assessment evidence between Units, eg Outcome 1 in *Preparing to Work* involves reading about job opportunities and Outcome 4 involves reading about workplace behaviour; either might be integrated with Outcome 3 of *ESOL Reading for Employability* level 4. There may also be opportunities for integration within this Unit, eg where texts are identified which cover personal/social and transactional matters.

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, an alternative task should be selected and assessment should be carried out under these same conditions.

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

Candidates should be given a clear understanding of the suggested 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.

An assessor checklist will support the tasks and provide evidence that they are the candidate's own work.

For Outcome 1, candidates should read a text of approximately 600 words on a matter of personal or social interest. In order to make use of authentic texts the number of words may vary according to text type and to the skills being tested. 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 in controlled, supervised conditions and have a time limit of approximately 1 hour. During the assessment candidates will have access to monolingual dictionaries.

For Outcome 2, candidates should read a text of approximately 400 words in a transactional context. In order to make use of authentic texts the number of words may vary according to text type and to the skills being tested. 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 in controlled, supervised conditions and have a time limit of approximately 45 minutes. During the assessment candidates will have access to monolingual dictionaries.

National Unit specification: support notes (cont)

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For Outcome 3, candidates should read an authentic text or texts of approximately 600 words in a work-related context. In order to make use of authentic texts the number of words may vary according to text type. Candidates will demonstrate their understanding by explaining and identifying detailed information in the text(s) orally or in written form. The assessment will be conducted in open-book conditions.

For Outcomes 1 and 2, the text types may include articles and reports from newspapers and magazines, journals, correspondence and extracts from novels, other books and the internet. Candidates will be expected to demonstrate understanding of the text by answering questions. Appropriate types of questions would be:

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

The texts for Outcome 3 may be authentic job specifications/job advertisements/employment policies, etc.

Evidence for Outcome 3 will be:

- (i) elicited by short answer questions on the text(s)
or
- (ii) an oral summary of the texts
or
- (iii) a written summary of the text(s)

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.

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.

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)*.

National Unit specification: support notes (cont)

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Opportunities for developing Core Skills

Throughout this Unit candidates will concentrate on reading activities.

Candidates will identify the main points in 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

History of changes to Unit

Version	Description of change	Date

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