



National Unit specification: general information

Unit title: ESOL Writing for Employability (SCQF level 4)

Unit code: H1XF 10

Superclass: FK

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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 simple written English.

The Unit is part of the National Certificate in ESOL for Employability Group Award at SCQF level 4 and is also available as a freestanding Unit.

Outcomes

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

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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

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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

Produce a piece of writing in straightforward 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 sufficiently accurately 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.

Outcome 2

Produce a piece of writing in straightforward 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 sufficiently accurately 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.

Outcome 3

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

Performance Criteria

- (a) Use a range of sentence structures and vocabulary appropriate to purpose.
- (b) Use grammar, spelling and punctuation sufficiently accurately 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.

National Unit specification: statement of standards (cont)

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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 permitted to access notes when generating evidence for Outcome 3.

Outcome 1

In one straightforward 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

Outcome 2

In one straightforward 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

Outcome 3

In one straightforward 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 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

National Unit specification: support notes

Unit title: ESOL Writing 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 writing skills in English for personal/social, transactional and work-related purposes. NB — the personal/social English is an integral part of English in a work-related context because of the nature of the interview and personal statement, in which job candidates have to describe aspects of themselves and their circumstances.

This Unit is a core 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 Writing for Employability* SCQF level 4 as a standalone Unit, it is generally expected that centres will offer this 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 4 may be taught alongside *ESOL: Living in Scotland* and *Preparing for 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

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 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 write in English for 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

Health

- ◆ reporting accidents and emergencies

National Unit specification: support notes (cont)

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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 into the National Certificate ESOL for 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">◆ informal letters/e-mails◆ formal letters/e-mails◆ descriptive and narrative texts◆ instructions◆ forms◆ CVs and personal statements	<ul style="list-style-type: none">◆ producing texts in pairs, groups and individually from instructions◆ correcting errors in texts and redrafting in pairs, groups and individually◆ modelling and evaluating other written texts◆ maintaining and using a vocabulary notebook◆ spelling and punctuation worksheets◆ dictation

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 SCQF levels 2 and 3 to demonstrate progression.

National Unit specification: support notes (cont)

Unit title: ESOL Writing for Employability (SCQF level 4)

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 SCQF levels 2–5 are as follows:

SCQF level 2 — Please phone me soon.

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)

Unit title: ESOL Writing for Employability (SCQF level 4)

Functions grid

Level 2	Level 3	Level 4
<ul style="list-style-type: none"> ◆ asking for and giving information ◆ describing routines ◆ describing frequency and duration ◆ expressing likes and dislikes ◆ inviting ◆ accepting and refusing ◆ thanking ◆ requesting and offering ◆ asking permission ◆ asking for/giving simple instructions ◆ making arrangements ◆ making and accepting an apology ◆ stating a problem ◆ making suggestions ◆ writing about past events and future plans 	<ul style="list-style-type: none"> ◆ asking for and giving information ◆ describing routines ◆ describing frequency and duration ◆ expressing likes and dislikes ◆ inviting and responding to an invitation ◆ accepting and refusing ◆ thanking ◆ requesting and offering ◆ asking permission ◆ asking for/giving simple instructions ◆ making arrangements/ appointments ◆ making and accepting an apology ◆ expressing gratitude ◆ inviting someone to do something and responding to an invitation ◆ describing ◆ expressing intention ◆ asking for something to be written down ◆ asking for clarification ◆ describing past experiences ◆ suggesting ◆ giving directions 	<ul style="list-style-type: none"> ◆ asking for and giving information ◆ asking for help ◆ describing routines ◆ describing frequency and duration ◆ expressing likes and dislikes ◆ inviting and responding to an invitation ◆ accepting and refusing ◆ thanking ◆ requesting and offering ◆ asking permission ◆ asking for/giving simple instructions ◆ making arrangements/ appointments ◆ making and accepting an apology ◆ expressing gratitude ◆ inviting someone to do something and responding to an invitation ◆ describing ◆ expressing intention ◆ asking for clarification ◆ describing past experiences ◆ suggesting ◆ giving directions ◆ asking for confirmation ◆ expressing and asking about wishes or preferences ◆ expressing interest and lack of interest ◆ explaining a problem ◆ expressing opinion ◆ expressing agreement and disagreement

National Unit specification: support notes (cont)

Unit title: ESOL Writing for Employability (SCQF level 4)

Writing skills grid

Level 2	Level 3	Level 4
<ul style="list-style-type: none"> ◆ write numbers, times, dates, days, months ◆ use upper and lower case accurately ◆ understand when to use full stops and question marks ◆ write name and address correctly ◆ write short words or known words with reasonable phonetic accuracy ◆ check spelling ◆ use basic word order and verb form ◆ use basic formal/informal language appropriately ◆ use a vocabulary notebook ◆ draft and redraft 	<ul style="list-style-type: none"> ◆ use basic punctuation appropriately ◆ record personal information on straightforward forms ◆ ask for and provide basic personal information ◆ construct simple and compound sentences using common conjunctions ◆ use conventions and layout of different types of writing, eg formal -v- informal letters, e-mails, etc ◆ edit and re-draft 	<ul style="list-style-type: none"> ◆ use appropriate layout ◆ use register, syntax, spelling, punctuation and grammar appropriate to this level ◆ use a range of simple and complex structures ◆ use a monolingual English dictionary to check and correct spelling mistakes ◆ use linkers appropriate to this level ◆ 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) ◆ check and correct own work and respond to teacher/lecturer feedback to edit and redraft

National Unit specification: support notes (cont)

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Grammar grid

Level 2	Level 3	Level 4
<ul style="list-style-type: none"> ◆ am/is/are ◆ have/has ◆ have/has got ◆ 'wh' questions ◆ yes/no questions ◆ personal pronouns ◆ possessive adjectives ◆ prepositions of time — in, on, at ◆ prepositions of place ◆ a, an, some, any ◆ singular/plural nouns ◆ very common uncountable nouns ◆ there is/are ◆ how much/many ◆ demonstratives — this, that, these, those ◆ would like ◆ can I have... ◆ can — to express ability ◆ could you...(requests) ◆ present simple tense for habits or routines ◆ adverbs of frequency ◆ auxiliary verbs ◆ present continuous for things happening now ◆ time markers — today, yesterday, tomorrow, ago ◆ past simple tense of regular and common irregular verbs ◆ common adjectives ◆ conjunctions — and, but, or, because, then ◆ 'going to' future ◆ simple collocations 	<p>These suggestions build on structures, vocabulary and functions at lower levels:</p> <ul style="list-style-type: none"> ◆ articles ◆ other determiners ◆ countable/uncountable nouns ◆ possessives ◆ prepositions of time and place ◆ present simple ◆ imperatives ◆ present continuous (inc temporary situations and future plans) ◆ past simple and continuous ◆ past habit — used to ◆ present perfect ◆ time markers — for, since, ago ◆ will/going to ◆ first conditional ◆ basic phrasal verbs, eg fill in, pick up, look up, etc ◆ modals: can/could, would, must, should ◆ 'have to' for obligation ◆ comparative and superlative adjectives ◆ conjunctions — and, but, too, so, etc ◆ adverbs of frequency and manner ◆ basic collocations 	<p>These suggestions build on structures, vocabulary and functions at lower levels:</p> <ul style="list-style-type: none"> ◆ present simple and continuous ◆ past simple and continuous and used to ◆ present perfect simple and continuous ◆ will/going to ◆ first and second conditional ◆ wish ◆ modal verbs ◆ time markers — already, yet, just ◆ common phrasal verbs ◆ comparative and superlative adjectives ◆ order of adjectives ◆ so/such ◆ short answers and reply questions question tags ◆ adverbs of frequency and manner ◆ conjunctions — also, although, however, unless, until, etc ◆ prepositions of time and place ◆ common collocations

National Unit specification: support notes (cont)

Unit title: ESOL Writing for Employability (SCQF level 4)

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 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.

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 10) 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 150 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 1 hour. An assessor checklist will support the tasks and provide evidence that they are the candidate's own work.

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.

National Unit specification: support notes (cont)

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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 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

History of changes to Unit

Version	Description of change	Date

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