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## ESOL in Context: Reading and Writing (National 2)

**SCQF:** level 2 (9 SCQF credit points)

**Unit code** H99A 72

### Unit outline

The general aim of this unit is to develop the basic language skills needed in familiar work and study contexts for learners whose first language is not English. Learners undertaking this unit will have little or no previous knowledge of English but will be familiar with Roman script. Learners will develop their level of competence in the skills of reading and writing using basic English language. In this unit, the context of either work or study will be personalised to meet the needs of learners.

Learners who complete this unit will be able to:

- 1 Understand basic language written in English
- 2 Produce written English using basic language

This is a freestanding unit designed for candidates who need to develop their ability to use basic English. The 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.

## Common European Framework of Reference for languages levels of SQA ESOL qualifications

SQA's National Qualifications in English for Speakers of Other Languages (ESOL) correspond with levels A1 to C1 on the Common European Framework of Reference for languages (CEFR). This has been confirmed by UK NARIC – the UK's designated national agency for recognising and comparing international qualifications and skills.

CEFR level		SQA ESOL qualifications			SCQF
		Level	Course	Freestanding units	
Proficient user	C1	Higher	✓	✓	6
Independent user	B2	National 5	✓	✓	5
Independent user	B1	National 4	✓	✓	4
Basic user	A2	National 3	✓	✓	3
Basic user	A1	National 2	n/a	✓	2

### Recommended entry

Entry to this unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 Access 2
- ◆ English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 Access 2

In terms of prior learning and experience, relevant experiences and outcomes may also 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

### Outcome 1

#### 1 Understand basic language written in English by:

- 1.1 Identifying basic overall purpose and main points
- 1.2 Identifying the meaning of key words and phrases

### Outcome 2

#### 2 Produce written English using basic language by:

- 2.1 Applying the rules of upper and lower case accurately
- 2.2 Using basic grammar, spelling and punctuation sufficiently accurately to convey meaning
- 2.3 Using basic conventions of layout as appropriate

## 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, learners will be required to provide evidence of their reading and writing skills by:

- ◆ understanding at least one text written in basic English language
- ◆ producing at least one written text using basic English language

Evidence should be gathered in combination with other outcomes where possible, either from this unit or in combination with the outcomes from the following units:

- ◆ ESOL in Context: Listening and Speaking (National 2)
- ◆ ESOL for Everyday Life: Reading and Writing (National 2)
- ◆ ESOL for Everyday Life: Listening and Speaking (National 2)

Evidence may also be gathered for individual outcomes where appropriate.

Contexts will be drawn from at least one routine work or study-related context.

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

## **4 Employability, enterprise and citizenship**

- 4.6 Citizenship

## **5 Thinking skills**

- 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

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**Published:** November 2019 (version 1.1)

**Superclass:** FK

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## History of changes to national unit specification

Version	Description of change	Authorised by	Date
1.1	UK NARIC benchmarked CEFR information added.	Qualifications Manager	November 2019

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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.

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