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## ESOL in Work-related Contexts (Higher) Unit

**SCQF:** level 6 (9 SCQF credit points)

**Unit code:** H4X6 76

### Unit outline

The general aim of this Unit is to develop the language skills needed for everyday life in familiar and less familiar work-related contexts for learners whose first language is not English. Learners develop the skills of reading, writing, listening, and speaking, using detailed and complex English language.

Learners who complete this Unit will be able to:

- 1 Understand detailed and complex language written in English
- 2 Produce written English using detailed and complex language
- 3 Understand detailed and complex language spoken in English
- 4 Communicate orally in English using detailed and complex language

This Unit is an optional Unit of the Higher ESOL Course and is also available as a free-standing Unit. 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.

The *Course Assessment Specification* for the Higher ESOL Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher ESOL Course.

## **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:

- ◆ National 5 ESOL Course or equivalent component Units

## **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

The learner will:

#### **1 Understand detailed and complex language written in English by:**

- 1.1 Identifying overall purpose, main points and aspects of detail
- 1.2 Identifying how detailed and complex vocabulary and text features are used to convey meaning
- 1.3 Identifying opinions or attitudes
- 1.4 Identifying features of layout

### Outcome 2

The learner will:

#### **2 Produce written English using detailed and complex language by:**

- 2.1 Using detailed and complex structures and vocabulary, as appropriate
- 2.2 Using grammar, spelling and punctuation to convey meaning effectively
- 2.3 Using conventions of style and layout, as appropriate

### Outcome 3

The learner will:

#### **3 Understand detailed and complex language spoken in English by:**

- 3.1 Identifying overall context, main points and aspects of detail
- 3.2 Identifying opinions or attitudes

### Outcome 4

The learner will:

#### **4 Communicate orally in English using detailed and complex language by:**

- 4.1 Using detailed and complex structures and vocabulary, as appropriate
- 4.2 Communicating coherently and fluently to convey meaning effectively
- 4.3 Maintaining interaction, 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, listening, and speaking skills by:

- ◆ understanding at least one text written in detailed and complex English language
- ◆ producing at least one written text using detailed and complex English language
- ◆ understanding at least one text spoken in detailed and complex English language
- ◆ communicating orally in at least one interaction using detailed and complex 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 Unit *ESOL for Everyday Life*. Evidence may also be gathered for individual Outcomes where appropriate.

Contexts will be drawn from at least one familiar or less familiar work-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 of 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:** August 2014 (version 2.1)

**Superclass:** FK

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	<p>Page 3 – Standards: Assessment Standards across all four Outcomes have been amended.</p> <p>In Outcome 1 and Outcome 3, ‘Explaining’ has been replaced by ‘Identifying’ in each Assessment Standard. The words ‘clearly expressed’ have also been removed from Assessment Standard 1.3.</p> <p>In Outcome 2, Assessment Standard 2.2 has changed from ‘Using grammar, spelling and punctuation sufficiently accurately to convey meaning’ to ‘Using grammar, spelling and punctuation to convey meaning effectively’</p> <p>In Outcome 4, Assessment Standard 4.2 has changed from ‘Communicating sufficiently accurately, coherently and fluently to convey meaning’ to ‘Communicating coherently and fluently to convey meaning effectively’.</p>	Qualifications Development Manager	April 2014
	The words ‘clearly expressed’ have been removed from Assessment Standard 3.2.	Qualifications Development Manager	August 2014

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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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