



---

## ESOL in Context (National 3)

**SCQF:** level 3 (9 SCQF credit points)

**Unit code:** H24L 73

### Unit outline

The general aim of this Unit is to develop the language skills needed for routine work- and study-related contexts for learners whose first language is not English. Learners develop the skills of reading, writing, listening, and speaking using simple English language. In this Unit, the contexts 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 simple language written in English
- 2 Produce written English using simple language
- 3 Understand simple language spoken in English
- 4 Communicate orally in English using simple language

This Unit is a mandatory Unit of the National 3 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 provides 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, 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 2 ESOL Units

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

The learner will:

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

- 1.1 Identifying basic overall purpose, main points and aspects of detail
- 1.2 Identifying clearly expressed opinions
- 1.3 Identifying basic features of layout

### Outcome 2

The learner will:

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

- 2.1 Using simple structures and vocabulary, as appropriate
- 2.2 Using basic grammar, spelling and punctuation sufficiently accurately to convey meaning
- 2.3 Using basic conventions of style and layout as appropriate

### Outcome 3

The learner will:

#### 3 Understand simple language spoken in English by:

- 3.1 Identifying basic overall context, main points and aspects of detail
- 3.2 Identifying clearly expressed opinions

### Outcome 4

The learner will:

#### 4 Communicate orally in English using simple language by:

- 4.1 Using simple structures and vocabulary, as appropriate
- 4.2 Communicating sufficiently accurately to convey meaning
- 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, writing, listening, and speaking skills by:

- ◆ understanding at least one text written in simple English language
- ◆ producing at least one written text using simple English language
- ◆ understanding at least one text spoken in simple English language
- ◆ communicating orally in at least one interaction using simple 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 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

## **3 Employability, enterprise and citizenship**

- 4.6 Citizenship

## **4 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

---

**Published:** June 2013 (version 1.1)

**Superclass:** FK

---

### History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Reading Outcome changed from 1.4 to 1.3	Qualification Development Manager	June 2013

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if 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 2013