

# Updates to Unit assessment support packs for National 3 to Higher ESOL Courses



We have updated some Unit assessment support for National 3 to Higher Courses. This follows feedback gathered from centres during session 2014–15.

Updated Unit assessment support materials are now available for National 3 to Higher ESOL. The updated materials are dated 'August 2015'.

Please refer to the following 'Notification of Changes' tables for your curricular area, as these provide a summary of the changes to each document and include details of the revised version numbers.

- [Languages National 3 to National 5 Notification of Changes Log](#)
- [Languages Higher Notification of Changes Log](#)

Notification of Changes tables for all subjects are available from [www.sqa.org.uk/cfesubjectchanges](http://www.sqa.org.uk/cfesubjectchanges)

The use of SQA-produced Unit assessments is not mandatory; however, if you are using them, we strongly encourage you to use the most up-to-date versions. Please note that you may continue to use existing versions of the Unit assessments until the end of session 2015–16 and both will be accepted for verification purposes.

The updated Unit assessment support materials are available from our secure website and you can arrange access to them through your SQA Co-ordinator.

The main change to be aware of is an amendment to the wording of Outcomes 1 (Reading) and 3 (Listening) and the corresponding Assessment Standards at National 5. The change relates to the replacement of the command word 'explaining' with 'identifying'. This change was made to more closely reflect the expected response from ESOL candidates and to better align with what is required at Higher. This amendment should not necessitate a significant change in assessment practice. No other Assessment Standards have been amended.

Following feedback from practitioners and live verification events, alterations have been made to judging evidence tables and assessment tasks to allow for ease and clarity in meeting Assessment Standards.

General changes:

- Additional guidance has been added to Speaking assessment tasks to clarify time requirements for group discussion at National 5.
- Additional guidance has been provided to clarify how many times candidates should hear recordings for Listening assessments.

- Additional guidance on drafting and word count has been added to the ‘assessment conditions’ section of all Unit assessment support packs which assess Writing.
- Candidate assessment records have been reformatted for a more consistent and helpful approach.

See below for more specific details.

Subject	Reason for change	Next steps for centres
National 3 ESOL	<ul style="list-style-type: none"> <li>• ESOL for Everyday Life (Free-time activities in the community — computer class): minor amendments to judging evidence table for Reading.</li> <li>• ESOL combined approach (Employment with the Royal Mail): amendments to the Writing assessment task and minor amendments to the Reading task. Corresponding amendments made to the judging evidence tables.</li> <li>• ESOL combined approach (Customer complaint): minor amendments to judging evidence table for Listening and Speaking.</li> <li>• ESOL in Context — Work (Health and safety at work): amendments made to the Speaking task with corresponding changes to the judging evidence table. Also minor amendments to the judging evidence table for Reading and Listening.</li> <li>• ESOL for Everyday Life (Everyday life in the community — community clean up): amendments to the Speaking and Listening tasks with corresponding changes to the Listening judging evidence table.</li> </ul>	Centres are advised to download new copies of the revised documents.
National 4 ESOL	<ul style="list-style-type: none"> <li>• ESOL for Everyday Life (Charity fundraising event): minor amendment to Reading task.</li> <li>• ESOL combined approach (A memorable trip): amendments made to the Speaking task with corresponding changes to the judging evidence table. Additional guidance on acceptable responses added to the judging evidence table for Reading.</li> <li>• ESOL in Context — Work (Health and safety at work): amendments made to the reading, speaking and writing tasks with corresponding changes to the judging evidence tables. Minor amendments also made to the judging evidence table for Listening.</li> </ul>	Centres are advised to download new copies of the revised documents.

National 5 ESOL	<ul style="list-style-type: none"> <li>• ESOL in Context (Leisure centre): significant changes to the Reading questions with corresponding amendments to the judging evidence table. Minor clarification to the Writing task.</li> <li>• ESOL in Context (Enterprise and entrepreneurship): amendments to both Reading tasks and corresponding acceptable responses in judging evidence table.</li> <li>• ESOL in Context (Job interviews): amendments to the Reading tasks and corresponding acceptable responses in judging evidence table.</li> <li>• ESOL for Everyday Life (Managing money): minor amendment to the Reading task and corresponding acceptable answers in judging evidence table.</li> </ul>	Centres are advised to download new copies of the revised documents.
National 5 ESOL Unit Specifications	<ul style="list-style-type: none"> <li>• Both Unit Specifications amended.</li> <li>• Amendment is to the wording of Outcome 1 (Reading) and Outcome 3 (Listening) and the corresponding Assessment Standards at National 5. The change relates to the replacement of the command word 'explaining' with 'identifying'. This change was made to more closely reflect the expected response from ESOL candidates and to better align with what is required at Higher.</li> </ul>	Centres are advised to download new copies of the revised documents.
Higher ESOL	<ul style="list-style-type: none"> <li>• ESOL for Everyday Life (News): additional advice added to the judging evidence table on acceptable responses for the Reading task.</li> <li>• ESOL in Context — Work (Food production/healthy lifestyle): additional advice added to the judging evidence table on acceptable responses for the Reading and Writing tasks.</li> <li>• ESOL in Context — Study (Technology and education): additional advice added to the judging evidence table on acceptable responses for the Listening task.</li> <li>• ESOL in Context — Work (Procrastination): additional advice added to the judging evidence table on acceptable responses for the Reading and Listening tasks.</li> <li>• ESOL in Context — Study (Procrastination): additional advice added to the judging evidence table on acceptable responses for the Listening task.</li> </ul>	Centres are advised to download new copies of the revised documents.