

ESOL

The Qualifications Team

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Changes to assessment at National 5, Higher and Advanced Higher

As announced by the Deputy First Minister in September 2016, units and unit assessments are being removed from National 5, Higher and Advanced Higher courses on a phased basis over three years:

- National 5 from 2017–18
- Higher from 2018–19
- Advanced Higher from 2019–20

For more information, including a Q&A on the implications of these changes, please visit our website at www.sqa.org.uk/nqchanges

Units that were previously part of National 5 courses

The units that were previously part of National 5 courses are now freestanding units at SCQF level 5. They can no longer be used to contribute to the achievement of a National 5 course.

We will remove all references to National 5 courses from the unit specifications, unit support notes and unit assessment support packs in due course, and the unit support notes will be added to the unit specifications as an appendix. The unit specifications will also be relocated to a new freestanding units web page for each subject.

Further information on the timescales for this will be provided in our weekly Centre News newsletter.

Changes to assessment in National 5

The National 5 ESOL course is now assessed through the following components:

| Component | Marks | Scaled marks | Duration |
|--|-------|--------------|---|
| Question paper: Listening | 25 | 20 | 35 minutes |
| Question paper: Reading | 35 | 25 | 1 hour |
| Question paper: Writing | 30 | 25 | 1 hour and 10 minutes |
| Question paper: Speaking and Listening | 30 | 30 | Preparation: 15 minutes Conversation: 5–6 minutes See course assessment section |

Changes to assessment in Higher courses from session 2018–19

Units and unit assessments will be removed from Higher courses from session 2018–19 and we have started our review of the Higher course assessments. For this, we are working closely with our National Qualifications Support Teams (NQSTs) for each subject. Our NQSTs include teachers and lecturers who currently deliver National Courses, and representatives of professional associations. We will also meet with a sample of teachers to gauge their views on the proposed changes and the implications of these.

The publication of new and revised Higher materials will follow a similar timescale to National 5:

| | |
|--|---|
| End of April 2018 | Revised Higher course specifications |
| End of May to end of September 2018 | Course support notes New/revised specimen question papers New/revised coursework assessment tasks |

We will provide further information on what the changes to assessment are for each subject by the end of January 2018.

Conditions of assessment for coursework

To ensure fairness for all candidates, it is essential that the specified assessment conditions for coursework are consistently applied in all centres. The following documents detail the specific conditions that must be followed in each assessment:

- course specification
 - course assessment specification (Higher and Advanced Higher only)
 - coursework assessment task
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In addition to these documents, you must also refer to the following document, which is available from the coursework section of the National 5, Higher and Advanced Higher web pages:

- [Guidance on conditions of assessment for coursework](#)

This document provides important information on the time and volume of assessment, the use of resources, and the supervision, control and authentication of assessment — including examples.

Changes to documents

Revised National 5 documents and assessment support materials

Following the removal of units and unit assessments from the National 5 ESOL course, we have strengthened the course assessment to ensure it assesses the full content of the course.

We have published revised course specifications and revised assessment support materials for the National 5 course, which detail the requirements of the revised course assessments from session 2017–18 onwards. The documents are available from the National 5 subject web pages at www.sqa.org.uk/nqsubjects. Further information on the changes to documents and assessment support materials is provided below.

Course specification

In April 2017, we published a revised course specification which provided detailed information about the National 5 course and course assessment, including the conditions of assessment that must be followed. The revised document was produced by merging the previous course specifications, course assessment specifications and general assessment information into a single, streamlined document. Course support notes have been added to the course specification as an appendix.

The National 5 ESOL course specification is available on the [National 5 ESOL web page](#).

Specimen question papers

Listening

The number of language areas (topics) has been extended from two to three and the number of questions increased proportionately.

Candidates listen to one monologue and two spoken interactions, each on a different topic (Everyday Life, Work and Study), and answer questions worth a total of 25 marks over the three texts. Marks are divided appropriately across the three texts according to the number of questions on each text.

The time allocated for Listening is now 35 minutes (previously 25 minutes).

The Listening specimen question paper can be found on the [National 5 ESOL web page](#).

Reading

The number of language areas (topics) has been extended from two to three and the number of questions have increased proportionately.

The time allocated to reading is now 60 minutes (previously 35 minutes).

The Reading specimen question paper can be found on the [National 5 ESOL web page](#).

Writing

The Everyday Life writing task is constructed to stimulate a longer written response. Candidates are now recommended to write between 140–160 words (previously it was 90–120 words). The number of marks for this task have increased by 5 marks, making it out of 15 marks.

15 marks remain available for the work or study context task where candidates are recommended to write between 200–220 words.

The total time allocated for writing is now 70 minutes. Candidates are advised to spend 30 minutes (previously 20 minutes) on the first task and 40 minutes (unchanged) on the second task.

The Writing specimen question paper can be found on the [National 5 ESOL web page](#).

Changes to documents following Diet 2017

As part of our agreed schedule of planned changes to documents for session 2016–17, the following documents have been revised:

| Document | Description of change | Next step for centres |
|--|--|--|
| National 2 ESOL: Preparation for Literacy Unit Assessment Support Package 1 | Minor wording corrections in the judging evidence tables. | Centres are advised to be aware of these changes. |
| National 3 ESOL for Everyday Life Unit Assessment Support Package 1 | Minor wording corrections in the judging evidence tables. | Centres are advised to be aware of these changes |
| National 5 ESOL in Context Unit Assessment Support Package 2 | Minor wording clarification in judging evidence table to match task. | Centres are advised to be aware of these changes. |

Supportive resources

Information on National 5 Marks Scaling – ESOL

The following components of the National 5 ESOL course will include marks scaling:

- Listening
- Reading
- Writing

The purpose of scaling at National 5 is to ensure that each skill has equal weighting. In order to assist centres, we have created the scaling grids below for each of the scaled components.

| Listening | |
|-----------|-------------|
| Raw mark | Scaled mark |
| 25 | 20 |
| 24 | 19 |
| 23 | 18 |
| 22 | 18 |
| 21 | 17 |
| 20 | 16 |
| 19 | 15 |
| 18 | 14 |
| 17 | 14 |
| 16 | 13 |
| 15 | 12 |
| 14 | 11 |
| 13 | 10 |
| 12 | 10 |
| 11 | 9 |
| 10 | 8 |
| 9 | 7 |
| 8 | 6 |
| 7 | 6 |
| 6 | 5 |
| 5 | 4 |
| 4 | 3 |
| 3 | 2 |
| 2 | 2 |
| 1 | 1 |

| Reading | |
|----------|-------------|
| Raw mark | Scaled mark |
| 35 | 25 |
| 34 | 24 |
| 33 | 24 |
| 32 | 23 |
| 31 | 22 |
| 30 | 21 |
| 29 | 21 |
| 28 | 20 |
| 27 | 19 |
| 26 | 19 |
| 25 | 18 |
| 24 | 17 |
| 23 | 16 |
| 22 | 16 |
| 21 | 15 |
| 20 | 14 |
| 19 | 14 |
| 18 | 13 |
| 17 | 12 |
| 16 | 11 |
| 15 | 11 |
| 14 | 10 |
| 13 | 9 |
| 12 | 9 |
| 11 | 8 |
| 10 | 7 |
| 9 | 6 |
| 8 | 6 |
| 7 | 5 |
| 6 | 4 |
| 5 | 4 |
| 4 | 3 |
| 3 | 2 |
| 2 | 1 |
| 1 | 1 |

| Writing | |
|----------|-------------|
| Raw mark | Scaled mark |
| 30 | 25 |
| 29 | 24 |
| 28 | 23 |
| 27 | 23 |
| 26 | 22 |
| 25 | 21 |
| 24 | 20 |
| 23 | 19 |
| 22 | 18 |
| 21 | 18 |
| 20 | 17 |
| 19 | 16 |
| 18 | 15 |
| 17 | 14 |
| 16 | 13 |
| 15 | 13 |
| 14 | 12 |
| 13 | 11 |
| 12 | 10 |
| 11 | 9 |
| 10 | 8 |
| 9 | 8 |
| 8 | 7 |
| 7 | 6 |
| 6 | 5 |
| 5 | 4 |
| 4 | 3 |
| 3 | 3 |
| 2 | 2 |
| 1 | 1 |

National 5 audio presentation

We have published an audio presentation that focuses on the requirements of the revised National 5 course assessment.

You can access the audio presentation from the **CPD webinar/audio and support** tab on the [National 5 ESOL web page](#).

E-learning resources

Practice assessments which were previously held on SOLAR have been repurposed to align with the new National Qualifications and are now available on the subject webpages at each level for ESOL (National 2-Higher).

Subject implementation managers

Ann Morgan Thomas has joined our team as Subject Implementation Manager and is available to provide support visits to centres.

Further information and guidance

Introduction to Beginner English Literacies Units 1 and 2

The following Access 2 units have been repurposed to align with National 2 Units. Please note there have been no changes to standards or content.

- English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (F1AF 08).
- English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (F1AG 08).

The NABs for these units have also been repurposed as National 2 Unit Assessment Support Packs and should be available on our secure site in November 2017.

A progression route for learners who may have no or little knowledge of English and are unfamiliar with the Roman script would be the following:

- ESOL: Preparation for Literacy
- ESOL: An Introduction to Beginner English Literacies 1
- ESOL: An Introduction to Beginner English Literacies 2
- ESOL for Everyday Life: Reading and Writing
- ESOL for Everyday Life: Listening and Speaking
- ESOL in Context: Reading and Writing
- ESOL in Context: Listening and Speaking

A progression route for learners who may have some very basic knowledge of English and are familiar with the Roman script would be the following:

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- ESOL for Everyday Life: Reading and Writing
 - ESOL for Everyday Life: Listening and Speaking
 - ESOL in Context: Reading and Writing
 - ESOL in Context: Listening and Speaking

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