Higher Course Specification

SQA

Higher ESOL

Course code:	C827 76
Course assessment code:	X827 76
SCQF:	level 6 (24 SCQF credit points)
Valid from:	session 2018–19

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

This edition: November 2019 (version 2.1)

Contents

Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has four components.

Component	Marks	Scaled mark	Duration
Component 1: question paper: Listening	25	20	45 minutes approximately
Component 2: question paper: Reading	35	25	1 hour and 10 minutes
Component 3: question paper: Writing	30	25	1 hour and 40 minutes
Component 4: Performance: speaking and listening	30	not applicable	see 'Course assessment' section

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the National 5 ESOL course or equivalent qualifications and/or experience prior to starting this course.	♦ SQA qualifications in other subjects ♦ further study, employment and/or training

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

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course has an emphasis on skills development and the application of those skills. Assessment approaches are proportionate and fit for purpose and promote best practice, enabling candidates to achieve the highest standards they can.

Language and literacy are of personal, social and economic importance. Candidates' ability to use language lies at the centre of the development and expression of their emotions, thinking, learning, and sense of personal identity.

Candidates have the opportunity to develop personal, interpersonal, team working and independent learning skills. This provides opportunities to enhance their enjoyment and understanding of their own and other cultures, and to explore the interconnected nature of languages.

Purpose and aims

The course is for candidates whose first language is not English, to further develop the skills of reading, writing, listening, and speaking. This allows a better understanding and use of English in everyday life, work-related and study-related contexts.

As candidates further develop their language skills, they are able to process information more easily and apply knowledge of language in practical and relevant contexts. They gain confidence to do new and more challenging tasks in a wide variety of situations.

Candidates develop and extend a wide range of skills:

♦ reading, writing, listening, and speaking skills in English
♦ understanding detailed and complex written and spoken texts in English in the contexts of everyday life, work and study
♦ producing detailed and complex written English in the contexts of everyday life and work or study
♦ developing skills in using different media effectively to support communication in English and independent learning
♦ interacting with others showing understanding of, and using detailed and complex spoken English in, the contexts of everyday life and work or study
♦ applying knowledge and understanding of detailed and complex language in spoken and written English

Who is this course for?

The course is for candidates whose first language is not English. They must have already developed English language skills in reading, writing, listening, and speaking to an appropriate SCQF level and/or completed ESOL qualifications at a lower SCQF level.

A wide range of candidates in school, college, community-based, work-based and other contexts may take the Higher ESOL course.

In addition to further developing personal, social and transactional English, candidates choose to develop their speaking and writing skills in either work or study-related contexts. This choice of context allows them to focus on developing and applying language most relevant to their future plans.

For candidates planning to live, study and/or work in Scotland, the course develops skills that are essential for learning, life and work. It increases confidence in their ability to effectively communicate ideas, opinions and feelings and respond to those of other people. This allows them the opportunity to participate more fully as citizens in Scottish society.

The course is designed to be accessible and provides flexibility, personalisation and choice, to enable candidates to achieve in different ways and at different paces.

Course content

Candidates fully explore and develop their English language skills, using detailed and complex English language. They develop their reading and listening skills in English relating to everyday life, work and study.

The course allows candidates to focus on developing speaking and writing in work or study-related contexts. Themes and topics within each context can be personalised to meet the needs of candidates.

The current and future aims of candidates must be taken into account when considering whether to develop the work or study contexts for speaking and writing.

ESOL for everyday life

Candidates develop the four skills of reading, writing, listening, and speaking needed for effective communication in everyday life in personal, social and transactional contexts. The broad social context supports candidates who need to use English as the language of everyday communication.

ESOL in work-related contexts

Candidates develop the four skills of reading, writing, listening, and speaking needed for effective communication in the context of work. There is a particular focus on the development of speaking and writing skills in this context. The broad context of work supports candidates who need to develop their English language skills for employment. They can apply these skills when seeking work and entering employment.

ESOL in study-related contexts

Candidates develop the four skills of reading, writing, listening, and speaking needed for effective communication in the context of study. There is a particular focus on the development of speaking and writing skills in this context. The broad context of study supports candidates who need to develop their academic English skills. They can apply these skills to other subjects or courses they do.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

♦ reading, writing, listening, and speaking skills in English in the contexts of everyday life, work and study

♦ understanding and using detailed and complex English language, as appropriate to purpose, audience and context

♦ applying knowledge and understanding of detailed and complex language in a wide range of practical and relevant contexts

♦ further developing confidence in ability to understand a wide range of authentic written and spoken texts

♦ further developing skills to use dictionaries and other reference tools effectively to support and apply language learning

♦ experiencing a range of accents to further increase confidence in listening skills

♦ further developing confidence, range and accuracy in written English to produce texts for a wide variety of purposes

♦ further developing confidence, range, fluency and accuracy in spoken English in conversations, discussions and when making presentations

♦ further developing ability to analyse, reflect on and improve specific aspects of spoken and written English

♦ further developing independent language learning skills and strategies

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

♦ understanding detailed and complex language spoken in English in the contexts of everyday life, work and study

♦ understanding detailed and complex language written in English in the contexts of everyday life, work and study

♦ producing written English using detailed and complex language to convey meaning in the contexts of everyday life and work or study

♦ communicating orally in English, using detailed and complex language, to convey meaning and show understanding in the contexts of everyday life or work or study

Further information on the level of language expected is contained in the illustrative language tables in the course support notes.

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and can be found on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

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

You must build these skills into the course at an appropriate level, where there are suitable opportunities.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

♦ breadth — drawing on knowledge and skills from across the course
♦ challenge — requiring greater depth or extension of knowledge and/or skills
♦ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to apply:

♦ language skills to understand and use detailed and complex written and spoken English in personal, social, transactional work and study-related contexts
♦ knowledge and understanding of language

Course assessment structure: question paper

Question paper: listening   25 marks

This question paper allows candidates to demonstrate breadth, challenge and application in the skill of listening for information in the contexts of everyday life, work and study.

It gives candidates the opportunity to demonstrate:

♦ understanding detailed and complex language spoken in English
♦ identifying and showing understanding of the overall purpose, main points and aspects of detail
♦ identifying and showing understanding of opinions and/or attitudes

Candidates listen to one monologue and two spoken interactions, each on a different topic, in the broad contexts of everyday life, work and study. Candidates respond to questions in English by using English.

The listening question paper has 25 marks out of a total of 120 marks. This is scaled by SQA to represent 20% of the overall marks for the course assessment.

Marks are awarded according to the accuracy and relevance of responses.

Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 45 minutes approximately to complete this question paper.

Question paper: reading   35 marks

This question paper allows candidates to demonstrate breadth, challenge and application in the skill of reading in the contexts of everyday life, work and study.

It gives candidates an opportunity to demonstrate:

♦ understanding detailed and complex language written in English
♦ identifying and showing understanding of the overall purpose, main points and aspects of detail
♦ identifying how detailed vocabulary, language features and text structures are used to convey meaning
♦ identifying and showing understanding of opinions and/or attitudes

Candidates read three texts in English, each on a different topic, in the broad contexts of everyday life, work and study. Candidates respond to questions in English by using English.

The reading question paper has 35 marks out of a total of 120 marks. This is scaled by SQA to represent 25% of the overall marks for the course assessment.

Marks are awarded according to the accuracy and relevance of responses.

Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 10 minutes to complete this question paper.

Question paper: writing   30 marks

This question paper allows candidates to demonstrate breadth, challenge and application in the skill of writing in the contexts of everyday life and work or study.

It gives candidates an opportunity to demonstrate:

♦ producing written English using detailed and complex language to convey meaning
♦ using structures and vocabulary, as appropriate to task
♦ using appropriate features of grammar, spelling and punctuation
♦ using conventions of style and layout appropriate to task

Candidates produce two written texts. One text must be from the context of everyday life and the other is a choice from the contexts of either work or study.

Candidates produce approximately 220–250 words for the everyday life writing task and approximately 250–300 words for the work or study writing task. Each task contains limited guidance.

The writing question paper has 30 marks out of a total of 120 marks. This is scaled by SQA to represent 25% of the overall marks for the course assessment.

15 marks are available for each writing task.

Marks are awarded for content and organisation and using appropriate structures, vocabulary and language features to convey meaning.

Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 40 minutes to complete this question paper.

Specimen question papers for Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: performance

Performance: speaking and listening   30 marks

This performance allows candidates to demonstrate breadth, challenge and application in the skills of speaking and listening in the contexts of everyday life, work or study.

It gives candidates an opportunity to demonstrate:

♦ communicating orally in English using detailed and complex language to convey meaning
♦ using structures and vocabulary, as appropriate to task
♦ maintaining interaction as appropriate to task, showing understanding of spoken English

Candidates have a discussion in English on a chosen topic, initiating, responding to questions and supporting the interaction throughout, as appropriate.

The performance: speaking and listening has a total mark allocation of 30 marks. This is 30% of the overall marks for the course assessment.

25 marks are available for speaking and 5 marks for listening.

Performance overview

The performance: speaking and listening is a discussion, using detailed and complex English, with one other candidate, or another suitable interlocutor, for example the teacher or lecturer, or a learner who is not being assessed. Alternatively, this can be in a group of no more than three. If the discussion is with another candidate or learner, the teacher or lecturer must ensure that they are of a similar ability so as not to disadvantage any candidate.

Candidates must either initiate the discussion, or show they can initiate by introducing new aspects of the topic during the course of the discussion. They are to respond naturally to unrehearsed questions or comments from the other person or members of the group, ask questions of the other participant(s) and comment on what is said.

Candidates need to be aware of the norms of turn-taking in conversations to ensure the discussion is as natural as possible.

Setting, conducting and marking the performance

This performance: speaking and listening is:

♦ set by centres within SQA guidelines
♦ conducted under a high degree of supervision and control, marked in centres under the conditions specified by SQA

The performance: speaking and listening must be audio or video recorded.

Evidence is internally marked by teachers and lecturers in each centre in line with SQA marking instructions and externally verified by SQA in line with quality assurance procedures.

Assessment conditions

Time

This assessment is a single assessment event. Candidates take the assessment at an appropriate point in the course when they are able to show the full extent of their language skills.

The performance is a discussion on a topic chosen from one of the contexts of everyday life, work or study.

Prior to the assessment and during learning and teaching time, the teacher or lecturer agrees with the candidate a broad topic area for the discussion. The teacher or lecturer can propose this or the candidate can make their own choice of a broad topic area, for example technology, the environment, current affairs.

The teacher or lecturer then prepares an assessment brief on the topic or an aspect of the topic. Candidates are not to have sight of this until the time of the assessment.

Immediately prior to the start of the preparation time, teachers or lecturers must check that candidates understand the assessment brief and can provide clarification, as required.

Candidates have 15 minutes of preparation time and then take part in the discussion for approximately 8–10 minutes. For a group, of no more than three, the duration of the discussion must increase to ensure each candidate has the opportunity to fully demonstrate their speaking and listening skills.

Setting the assessment brief

The teacher or lecturer ensures the assessment brief has clear instructions for the candidate.

The brief must provide four or five bullet points relating to the topic or an aspect of the topic that can be addressed during the discussion.

It must provide sufficient challenge for the candidates to fully demonstrate a range of detailed and complex language appropriate to the level. Examples of speaking and listening assessment briefs are in the ESOL SCQF level 6 unit assessment support packs.

The assessment brief must include information on the preparation time (15 minutes) and the length of the discussion (8–10 minutes).

The agreed context and topic, and the assessment brief, provide candidates with an opportunity to demonstrate:

♦ taking part in a discussion using appropriate structures, content and vocabulary
♦ communicating with sufficient accuracy and coherence to convey meaning clearly
♦ responding to questions/comments from others to demonstrate an understanding of spoken English
♦ maintaining the interaction appropriately

Supervision, control and authentication

A teacher or lecturer must be present from the time they give the assessment brief to each candidate until the recording of the performance is complete.

After clarifying the assessment brief, the teacher or lecturer must be present during the 15 minutes of preparation time to ensure candidates prepare alone and no discussion of the topic or assessment brief takes place during this time.

The teacher or lecturer operates the recording equipment and ensures that candidates know the time, so they can aim to complete the discussion in approximately 8–10 minutes.

When candidates have finished the discussion, the teacher or lecturer concludes the assessment, and saves and clearly labels the recordings with each candidate's full name.

Resources

In advance of the discussion, candidates may make short notes on the assessment brief during the preparation time. Candidates may refer to the assessment brief and their notes during the discussion. However, the teacher or lecturer should emphasise that frequent reference to notes during the assessment could interfere with the natural flow of the discussion.

Reasonable assistance

Reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If candidates require more than what is thought to be 'reasonable assistance', they may not be ready for assessment or they may have been entered for the wrong level of qualification.

Candidates must complete the assessment independently. However, the teacher or lecturer can establish that they have a clear understanding of the assessment brief. They may be given guidance on or clarification of the topic and assessment brief prior to the start of the 15 minutes' preparation time and the recording of the performance.

The teacher or lecturer must distinguish clearly between providing this kind of guidance or clarification in advance of assessment and the risk of providing support for the assessment itself.

The teacher or lecturer listens to the discussion, and in exceptional circumstances may ask relevant questions to ensure candidates have sufficient opportunity to demonstrate understanding of spoken English. For example, if questions asked by the other participant(s) are unclear, or insufficient to allow the candidate to demonstrate understanding, the teacher or lecturer may ask further questions.

Evidence to be gathered

The following candidate evidence is required for this assessment:

♦ the assessment brief given to candidates

♦ an audio/video recording of a paired discussion lasting 8–10 minutes (or slightly longer if there are three participants)

♦ the candidate assessment record with a mark for listening, a mark for speaking and the total mark out of 30

Centres must retain these for verification purposes.

Volume

This does not apply to the Higher ESOL performance.

Performance marking instructions

General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

a   Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

b   Assessment should be holistic. There are strengths and weaknesses in every performance; assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall performance.

c   The performance is marked on the demonstration of ability in the six main aspects in the performance: speaking and listening.

d   The highest level mark can be awarded even if there are minor errors. These should not detract from the overall impression of the performance.

Detailed marking instructions

The six main aspects of the performance: speaking and listening are:

♦ organisation, development and communication of ideas/opinions
♦ effectiveness and relevance of contribution
♦ accuracy and appropriateness of general and specialised vocabulary in context
♦ accuracy and use of structures, including complex structures, to communicate
♦ effectiveness of pronunciation
♦ understanding spoken English

Award a mark for speaking and a mark for listening by using the tables below. Select the band descriptor most closely describing the candidate's performance.

Once the appropriate band descriptor is decided:

♦ where the performance almost matches the level above, award the highest available mark from the range
♦ where the performance just meets the standard described, award the lowest mark from the range
♦ otherwise the mark should be awarded from the middle of the range

For band descriptors of 4 marks, for example 12–9, reconsider the candidate's abilities in the six main aspects. If the candidate just misses a 12, award 11. If the candidate is slightly above a 9, award a 10.

If the candidate does not produce any evidence that matches the descriptions of performance, award zero (0) marks.

Record the mark on the candidate assessment record. You may provide a comment justifying why you awarded the mark.

Performance: speaking

Aspect of performance	Description of performance and mark							
	25–22	**21–19**	**18–16**	**15–13**	**12–9**	**8–5**	**4–1**	**0**
Organisation, development and communication of ideas/ opinions	Effective, coherent, well-organised and fluent output with only limited and mostly natural hesitation	Effective, coherent and well-organised output with limited and mostly natural hesitation	Effective, coherent and organised output with limited inappropriate hesitation	Coherent and organised output with a level of hesitation which does not detract from communication	Communication lacks sufficient coherence and organisation and hesitation may interfere with the interaction	Communication lacks coherence and organisation and hesitation interferes with the interaction	Communication is not coherent or organised and hesitation interferes with the interaction	No evidence of the skills required in terms of organisation, development and communication of ideas/opinions
Effectiveness and relevance of contribution	Contributes fully, effectively and relevantly throughout the interaction Demonstrates the ability to initiate with spontaneity and ease and show sensitivity to the norms of turn-taking which fully support the development of the interaction Fully and effectively achieves task with clear and detailed support for each point made	Contributes effectively and relevantly throughout the interaction Demonstrates the ability to initiate and show sensitivity to the norms of turn-taking which fully support the development of the interaction Fully and effectively achieves task with clear support for each point made	Contributes effectively and relevantly in order to maintain the interaction Demonstrates the ability to initiate and show general sensitivity to the norms of turn-taking which support the maintenance of the interaction Fully achieves task with support for most points made	Contributes effectively and with some relevance in order to maintain the interaction Demonstrates sufficiently the ability to initiate and show general sensitivity to the norms of turn-taking which support the maintenance of the interaction Achieves task with support for most points made	Does not contribute effectively and relevantly to maintain the interaction Task is only partially achieved	Does not contribute sufficiently to maintain the interaction Communication is mainly irrelevant to task	Does not contribute appropriately to maintain the interaction Communication is not relevant to task	No evidence of the skills required in terms of effectiveness and relevance of contribution

	Description of performance and mark							
Aspect of performance	**25–22**	**21–19**	**18–16**	**15–13**	**12–9**	**8–5**	**4–1**	**0**
Accuracy and appropriateness of general and specialised vocabulary in context	Shows knowledge of a wide range of specialised and general vocabulary and uses this with ease and accuracy within the context of the task	Shows knowledge of a wide range of specialised and general vocabulary and uses this accurately and appropriately within the context of the task	Shows knowledge of a range of specialised and general vocabulary and uses this appropriately and mostly accurately within the context of the task	Shows knowledge of a range of specialised and general vocabulary and uses this with a sufficient level of accuracy and appropriately within the context of the task	Shows limited knowledge of a range of specialised and general vocabulary and uses this with insufficient accuracy within the context of the task	Shows very limited knowledge of specialised and general vocabulary and uses it inaccurately within the context of the task	Use of specialised and general vocabulary is inadequate and inaccurate within the context of the task	No evidence of the skills required in terms of accuracy and appropriateness of general and specialised vocabulary in context
Accuracy and use of structures, including complex structures, to communicate	Uses a wide range of structures, including complex structures, with a level of accuracy to clearly and effectively communicate	Uses a wide range of structures, including complex structures, with an appropriate level of accuracy to clearly communicate	Uses a range of structures, including some complex structures, with an appropriate level of accuracy to clearly communicate	Uses a range of structures with an appropriate level of accuracy to clearly communicate	Uses a limited range of structures and does not display an appropriate level of accuracy to clearly communicate	Uses a very limited range of structures with a level of accuracy which interferes with communication	Structures used impede communication	No evidence of the skills required in terms of accuracy and use of structures, including complex structures, to communicate
Effectiveness of pronunciation	Production of English pronunciation features is consistently evident and fully effective	Production of English pronunciation features is evident and effective	Production of English pronunciation features is mostly evident and effective	Production of English pronunciation features is evident and sufficiently effective	Production of English pronunciation features is evident and partially effective	Production of English pronunciation features is rarely evident	Pronunciation features impede communication	No evidence of the skills required in terms of effectiveness of pronunciation

Performance: listening

Description of performance and mark				
5	**4**	**3**	**2**	**1–0**
Listens attentively to participant(s) and responds with a high degree of fluency and with a level of spontaneity which effectively develops the interaction	Listens attentively to participant(s) and responds with a degree of fluency and spontaneity which fully supports the interaction	Listens carefully to participant(s) and responds appropriately and with a degree of fluency which supports the interaction	Attention to what is said by participant(s) is not consistent throughout and responses are not always appropriate	Does not listen to participant(s) contribution and responds inappropriately to what participant(s) has said
Understands fully and in detail what is said clearly and with adequate discourse structure by the other participant(s)	Understands fully what is said clearly and with adequate discourse structure by the other participant(s)	Understands what is said clearly and with adequate discourse structure by the other participant(s)	Has difficulty in understanding some of what is said clearly and with adequate discourse structure by the other participant(s)	Has difficulty in understanding most of what is said clearly and with adequate discourse structure by the other participant(s), even with support from participant(s)
Asks for clarification to check that they have understood what participant(s) intended to say, if required	Asks for clarification to check that they have understood what participant(s) said, if required	Asks for clarification to check that they have understood what participant(s) said, if required	Does not ask for clarification on occasions when they have not understood participant(s)	Does not ask for clarification when they have not understood participant(s)

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- [Higher ESOL subject page](#)
- [Assessment arrangements web page](#)
- [Building the Curriculum 3–5](#)
- [SQA ESOL qualifications and the CEFR](#)
- [Guide to Assessment](#)
- [Guidance on conditions of assessment for coursework](#)
- [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- [Educational Research Reports](#)
- [SQA Guidelines on e-assessment for Schools](#)
- [SQA e-assessment web page](#)

The SCQF framework, level descriptors and handbook are available on the SCQF website.

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the specimen question paper and/or coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that can be included in the course. Teachers and lecturers have considerable flexibility to select contexts that will stimulate and challenge candidates, offering both breadth and depth.

The following provides a broad overview of subject skills, knowledge and understanding developed in the course.

- reading, writing, listening, and speaking skills in English in the contexts of everyday life, work and study
- understanding and using detailed and complex English language, as appropriate to purpose, audience and context
- applying knowledge and understanding of detailed and complex language in a wide range of practical and relevant contexts
- further developing confidence in their ability to understand a wide range of authentic written and spoken texts
- further developing skills to use dictionaries and other reference tools effectively to support and apply language learning
- experiencing a range of accents to further increase confidence in their listening skills
- further developing confidence, range and accuracy in their written English to produce texts for a wide variety of purposes
- further developing confidence, range, fluency and accuracy in their spoken English in conversations, discussions and when making presentations
- further developing ability to analyse, reflect on and improve specific aspects of their spoken and written English
- further developing independent language learning skills and strategies

Approaches to learning and teaching

This section provides general advice and guidance on approaches to learning and teaching for the Higher ESOL course.

In terms of course planning, there is considerable flexibility so that teachers and lecturers have sufficient freedom to decide on appropriate content and learning and teaching approaches which best suit their candidates.

Learning about Scotland and Scottish culture enriches the candidates' learning experience. It also helps them develop the skills for learning, life and work that they need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond.

Where there are opportunities, teachers and lecturers can contextualise approaches to learning and teaching to Scottish contexts.

Personalisation and choice

Teachers and lecturers can motivate candidates by actively involving them in choosing themes and topics which are of particular relevance and interest to them. There are also opportunities to draw on texts and situations that are of local and national relevance to develop their language skills in real and authentic ways. It is important that teachers and lecturers give individual candidates clear success criteria, and accurate and regular feedback regarding their strengths and areas for development in language learning.

Candidates should choose themes, topics, and texts that are relevant and motivating. Extending the range and complexity of language encountered in listening and reading texts and developing fluency and accuracy of spoken and written language provides pace and challenge for candidates. It is important that, when using the same topics across different levels, development is appropriate to the level and sufficiently challenging.

Candidates benefit from keeping their own record of learning where they can reflect on and record what they achieve, how well they perform, the language skills they develop and their development needs. This is also useful for teachers and lecturers to discuss candidates' progress.

Teachers and lecturers can encourage collaborative working throughout the course as it provides a motivational tool for learning, as does encouraging peer-evaluation, self-evaluation and evaluation of the course.

Enriching delivery

Teachers and lecturers should give candidates opportunities to:

♦ enhance their communication skills through the consistent development of the skills of reading, writing, listening, and speaking
♦ develop further knowledge of the English language and how it may relate to their own language(s)
♦ extend their vocabulary for communicating on a wide range of topics in the contexts of everyday life, work and study
♦ raise their awareness of local and Scottish culture though choice of authentic materials, external visits and guest speakers
♦ raise their awareness of other cultures and the responsibilities of citizens
♦ develop generic skills such as working with others, research skills, skills in presenting information and ICT

Formative assessment approaches help candidates progress through the course at their own pace, and enable them to demonstrate their achievements in the four skills of reading,

writing, listening, and speaking in a wide range of ways. Teachers and lecturers should explore opportunities in the day-to-day learning and teaching activities to observe candidates and provide feedback on their progress.

Integration and sequencing of contexts and skills

Teachers and lecturers can deliver the Higher ESOL course in a variety of ways. Learning and teaching should take an integrated approach to the four skills and the amount of time spent on each depends on the prior skills of the candidates.

In the everyday life, work and study contexts of the course, candidates are engaged in activities which involve speaking to others, listening to others, reading and writing. Within a context and topic, candidates may read and listen before discussing and writing about the topic. They can also discuss tasks with peers, write notes, produce first-draft written pieces for review and receive feedback before completion. In class, group, and paired activities candidates should use all four skills, and teachers and lecturers should promote this approach. Candidates must also develop their independent language learning skills and teachers and lecturers should identify activities outside the learning environment that can support this for reading, writing, listening, and speaking.

Timing and sequencing of the delivery of the contexts is at the discretion of the teacher and lecturer. They can integrate everyday life, work and study within a programme for reading, writing, listening, and speaking to ensure coverage of a wide range of language throughout the course.

In preparation for the writing question paper, candidates prepare for the everyday life task and then candidates choose either a study or work context task. During learning and teaching, there should be a particular focus on the context selected and development of appropriate writing skills in the genres they are likely to encounter in the question paper. Teachers and lecturers can integrate the development of writing skills in either context throughout the course, or focus on these at a later stage in the course.

In preparation for the performance: speaking and listening, candidates can select the contexts from everyday life, work or study. Teachers and lecturers can also integrate learning and teaching for the selected context throughout the course, or focus on it at a later stage.

Whichever approach candidates follow for their chosen context, it should provide opportunities for them to consolidate learning, recycle language and emphasise the transferability of skills.

For many candidates, everyday life involves elements of either work or study, or even both. Candidates may be studying other subjects or on another course while studying ESOL, for example in school, in vocational education or training or in work. Where this is the case, teachers and lecturers should capitalise on opportunities to combine ESOL learning opportunities with learning in other subject areas. This supports candidates in interdisciplinary learning.

Example 1 — integrating contexts

If the candidate is covering the topic of technology, they could do this first in the context of everyday life, followed by, for example a work context. This facilitates the development of a wide range of vocabulary and language for the topic through reading and listening to different types of texts, discussing subtopics and writing in different styles from both contexts. Formative assessment could then take place for this topic in the relevant skills in everyday life and work contexts. There should be a focus on developing writing skills in the context that candidates select for the writing question paper.

Example 2 — everyday life followed by work and/or study contexts

Teachers and lecturers may identify the personal, social and transactional language for day-to-day communication as a priority for candidates to develop before moving onto work or study. In this case, covering a number of topics in this context develops vocabulary specific to the topics and recycles language for everyday communication. Teachers and lecturers could carry out formative assessment either on an ongoing basis; or for the relevant skills in this context, when the learning and teaching of the selected topics is complete. Teachers and lecturers can then take the same approach to the work and study contexts, covering a number of topics and carrying out formative assessment. There should be a focus on developing writing skills in the context that candidates select for the writing question paper.

Example 3 — work and/or study contexts followed by everyday life

Candidates can support their current work or study aims by focusing on developing appropriate language in one of these contexts. For example for candidates studying other subjects or on another course while studying ESOL, support with, and development of, academic English may be a priority. Teachers and lecturers could reverse the process described in example 2 in terms of contexts, and continue to carry out formative assessment as described above. There should be a focus on developing writing skills in the context that candidates select for the writing question paper.

Teachers and lecturers should explore opportunities to combine learning across different subject or topic areas, where this is appropriate.

Appendix 2: illustrative language tables (ILTs) 1 and 2 contain further guidance to support the development of candidates' language in a systematic way in everyday life, work and study-related contexts.

Approaches to learning and teaching: everyday life, work and study-related contexts

Guidance on each of the four skill areas candidates demonstrate in the course assessment is outlined below.

Reading

Teachers and lecturers should give candidates experience of a wide range of detailed and complex everyday life and work and study-related texts. Everyday life texts on current issues that candidates have an interest in will engage and motivate them. If candidates are seeking work, in employment, exploring next steps in education or currently undertaking other courses, texts that relate to these topics will also motivate and engage them.

In learning and teaching, a variety of strategies should be used which prepare and support candidates to approach reading longer, more challenging texts. Teachers and lecturers should encourage candidates to read widely at an appropriate level, in all three contexts on topics of interest to them. They will benefit from working with a range of authentic texts on a variety of topics.

For everyday life contexts, these could include texts on websites and blogs, emails, letters, newspaper and magazine articles, biographies, leaflets, public notices and advertisements.

For work contexts, these could include articles on current work practices, workplace leaflets, reports, advertisements for jobs, application forms (online and paper-based), policies, procedures, guidance documents, reports, emails and letters.

For study contexts, these could include subject-based texts, guidance on approaches to learning and study skills, course descriptions and handbooks, application forms (online and paper-based) and essays.

Candidates should have the opportunity to review and discuss texts in detail and be able to:

♦ identify the purpose of the text
♦ understand detail from the text
♦ distinguish between fact and opinion
♦ identify tone, register and attitude of the writer and make inferences
♦ recognise how the structure and layout of a text contributes to overall impact on the reader

Candidates should further develop their abilities to use dictionaries and other reference material effectively to support their reading and understanding of texts.

Teachers and lecturers should give candidates the opportunity to practise the question types used to assess their reading in the reading question paper.

Writing

Writing activities undertaken by the candidates should be varied and relate to the work done in the other skills in everyday life, work and study contexts. Candidates should be developing fluency and gaining confidence in their use of written English. There should be an increased focus on improving the accuracy of their work with particular attention to:

♦ expanding use of detailed and complex general and topic-specific vocabulary
♦ consolidating and extending knowledge of detailed and complex structures
♦ ensuring that their writing is coherent and cohesive, and paragraphing consistent
♦ using an appropriate layout for the intended reader
♦ checking grammar, spelling and punctuation

For everyday life contexts, appropriate writing activities include writing personal emails or letters, writing more formal emails and letters expressing an opinion (for example, making a case, suggesting solutions, making a complaint) and writing articles.

For work-related contexts, appropriate writing activities include writing and responding to formal emails, completing application forms and CVs, writing covering letters, reports and workplace guidance documents.

For study-related contexts, appropriate activities include completing application forms and writing personal statements, articles and discursive essays.

Teachers and lecturers should support candidates to develop strategies for reviewing and self-correcting their writing. Feedback from the teacher or lecturer and re-drafting pieces of writing is an essential part of this process.

Candidates should also have the opportunity to focus on the types of tasks used to assess their writing in the writing question paper: emails, social media postings, blogs and articles for everyday life, a report for work-related contexts and an essay for study-related contexts.

Listening

Candidates should listen to a range of different voices and accents, both live and recorded. They will benefit from working with a range of authentic texts on a variety of topics. This can include texts or extracts from texts, including TV and radio programmes, digital media, podcasts, videos, films, talks, presentations, lectures and guest speakers.

Candidates should have the opportunity to listen to conversations, discussions and monologues which use detailed and complex language on everyday life, work and study-related topics. Teachers and lecturers should encourage candidates to listen for overall meaning, key points and detail, and to identify opinions and attitudes.

Teachers and lecturers should give them the opportunity to practise the question types used to assess their listening in the listening question paper.

To develop candidates' interactive listening skills for the performance: speaking and listening, teachers and lecturers should encourage candidates to listen attentively to others during conversations and discussions, and respond to and develop points made by others.

Teachers and lecturers should discourage candidates from taking very long turns during conversations and discussions. When candidates do this, it is difficult for those taking part to know which points to respond to in order to further develop the conversation or discussion. Recording and listening to their conversations and discussions allows them an opportunity to focus on these aspects of their interactions.

Speaking

Pair and group work allows candidates to practise detailed and complex language. Teachers and lecturers should provide opportunities for candidates to have conversations, take part in discussions, participate in role-play and make presentations on everyday life, work and study-related topics.

Teachers and lecturers should encourage candidates to widen their use of spoken English outside the classroom in appropriate situations. Listening to spoken English, with an increasing focus on fluency, accuracy and features of the language contributes to the development of speaking skills at this level.

Recording their conversations, discussions and presentations and listening to these with a focus on fluency, accuracy and features of the language enables candidates to see their progress and be aware of how they can improve. Teachers and lecturers should support candidates to develop strategies for reviewing their spoken English when listening to their recordings. Feedback from the teacher or lecturer is an essential part of this process.

In preparation for the performance: speaking and listening, it is essential that candidates are used to being recorded. Teachers and lecturers should give candidates the opportunity to practise discussions on topics in the contexts of everyday life, work and study and record these throughout the course.

The development of language and strategies for taking part in discussions appropriately should also be a focus during learning and teaching.

A thematic and topic-based approach to developing all four skills in an everyday life context

Themes and topics used must be of relevance to the needs and experiences of the candidates. Learning and teaching approaches chosen should provide as many opportunities as possible and practical to allow candidates to work collaboratively. Themes and topics may address, for example social issues, personal experiences, community concerns, environmental issues.

The table below illustrates how teachers and lecturers may adopt a themed approach to the planning of teaching and learning alongside the development of detailed and complex language, including developing their knowledge of general and subject-specific vocabulary and the ability to use a wide range of structures confidently.

Teachers and lecturers may vary the order in which they address the skills according to the topic chosen, for example it may be more appropriate for candidates to read, listen, discuss and finally write on a topic.

Theme	Reading	Writing	Listening	Speaking
The news Choose a topical current affairs issue to research.	Read about the issue from a number of paper-based and/or online sources and make notes.	Use notes to write a discursive essay on the issue.	Listen to related broadcast and/or online material on the issue and make notes.	Have a discussion with your partner, or in a small group, on the topical issue.
Environment Project work. Choose an issue of local interest which affects you. Find material from the library, web or texts.	Research issue and/or topic, and take notes (acknowledge sources).	Write an article on the issue and include your opinions, and make suggestions and/or recommendations.	Interview relevant people involved in the issue and note answers, comments, views expressed.	Make a presentation with a follow-up question-and-answer session.

A thematic and topic-based approach to developing all four skills in work and study-related contexts

Themes and topics used must be of relevance to the needs and experiences of the candidates. Learning and teaching approaches chosen should provide as many opportunities as possible and practical to allow candidates to work collaboratively. Themes and topics may address, for example educational issues, educational attainment, personal ambitions or concerns, career pathways, work seeking and work-based situations.

The table below illustrates how teachers and lecturers may adopt a themed approach to the planning of teaching and learning alongside the development of detailed and complex language, including developing their knowledge of general and subject-specific vocabulary and the ability to use a wide range of structures confidently.

Teachers and lecturers may vary the order in which they address the skills according to the topic chosen, for example it may be more appropriate for candidates to read, listen, discuss and finally write on a topic.

Theme	Reading	Writing	Listening	Speaking
The Scottish education system. Project work.	Research a minimum of two texts outlining the Scottish education system, including websites identified by the teacher. Take notes under relevant headings.	Write a discursive essay comparing and contrasting with another education system.	In a discussion with your partner find out about another education system.	In your discussion, share information about an education system you know well.
An influential person.	Read about a famous person who has influenced you in your choice of study or work.	Write an article for a blog on your chosen person, and say why they have influenced you.	Answer questions on your presentation.	Deliver a presentation on your chosen person.

Preparing for course assessment

Teachers and lecturers must give candidates opportunities to practise activities similar to what will be in the course assessment. For example teachers and lecturers can develop similar writing activities from the contexts of everyday life, work and study. Candidates must practise listening and reading activities similar to those in the course assessment. In preparation for the performance: speaking and listening, teachers and lecturers can produce tasks in a relevant context to give candidates the opportunity to practise discussions.

In preparation for the listening question paper, candidates should have the opportunity to practise:

♦ understanding detailed and complex language spoken in English in recordings
♦ listening to spoken interactions and monologues on a wide variety of topics in the context of everyday life, work and study
♦ identifying the overall context, main points and aspects of detail
♦ identifying opinions or attitudes
♦ responding in English to questions in English
♦ becoming familiar with the different types of questions used in the assessment
♦ listening to texts twice on a variety of topics, with little or no context or explanation given prior to listening
♦ taking notes in English while listening
♦ completing a listening task under timed conditions

In preparation for the reading question paper, candidates should have the opportunity to practise:

♦ understanding detailed and complex language written in English
♦ reading a wide variety of text types on a range of topics
♦ identifying the overall purpose, main points and aspects of detail
♦ identifying how vocabulary, language features and text structures are used to convey meaning
♦ identifying opinions or attitudes
♦ responding in English to questions in English
♦ making notes on a text in English under given headings
♦ becoming familiar with the different types of questions used in the assessment
♦ reading unseen texts on a variety of topics, and answering questions on the texts with no access to a dictionary
♦ completing a reading task under timed conditions

In preparation for the writing question paper, candidates should have the opportunity to practise:

♦ producing written English using detailed and complex language to convey meaning in everyday life and work or study-related contexts
♦ using detailed and complex structures and vocabulary as appropriate to task
♦ using appropriate features of grammar, spelling and punctuation
♦ using conventions of style and layout as appropriate
♦ using information, ideas, approaches and language to develop writing skills in English
♦ writing on a wide variety of topics for different purposes in response to specific tasks
♦ using a variety of appropriate styles in the contexts of everyday life, work or study
♦ responding to unseen tasks with no access to a dictionary or other reference materials
♦ reviewing and self-correcting own writing
♦ completing writing tasks in timed conditions

In preparation for the performance: speaking and listening, candidates should have the opportunity to practise:

♦ using detailed and complex spoken language in natural, spontaneous discussions on a variety of topics
♦ listening to other people speaking and responding appropriately and in a way that fully supports the interaction
♦ initiating discussions and initiating changes of direction within discussions
♦ using strategies to maintain and develop the interaction relevantly and effectively
♦ participating in conversations and discussions while being recorded
♦ using recordings to review their use of language, features of spoken English and the quality of their interactions
♦ developing their speaking and listening skills to maintain and develop the interaction over the required 8–10 minutes for the performance
♦ participating in discussions on topics, or aspects of topics, with a previously unseen assessment brief
♦ using the 15 minutes preparation time for the performance effectively to make brief notes and consider a range of topic-specific vocabulary

When preparing candidates for the listening aspect of the performance, there should be an emphasis on the candidates:

♦ providing ample opportunity for other participants to fully participate
♦ asking questions if other participants are not fully participating
♦ listening carefully to what other participants say throughout the discussion
♦ responding in a way that develops comments of other participants before moving onto the points that they want to make
♦ not taking very 'long turns' as these make it harder for other participants to respond appropriately to what has been said
♦ beginning and concluding the discussion appropriately

Developing skills for learning, skills for life and skills for work

Teachers and lecturers should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

Some suggested opportunities of how to further develop these skills within the course are provided in the following table.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
1 Literacy **1.1 Reading** **1.2 Listening and talking** **1.3 Writing**	The Higher ESOL course fully integrates literacy in English. Throughout the course, candidates develop their skills in reading, writing, listening, and speaking. The learning and teaching approaches in this document address the development of literacy in English.
4.6 Citizenship Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.	Learning about the culture, customs, practices, beliefs, and rights and responsibilities should be integral to learning English in an English-speaking country. The candidates bring to the course global perspectives on the themes and topics that form the course content, in the contexts of everyday life, work and study. The course should develop candidates' understanding of citizenship issues in Scotland, as well as encouraging understanding of other cultures and communities. This should include developing understanding of Scotland as a multicultural and multilingual country.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
5.3 Applying Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.	Where possible, teachers and lecturers should give candidates opportunities to apply the skills, knowledge and understanding they have developed to new topics and contexts. Candidates use what they know already, for example when they use a familiar structure for writing but use different content. Candidates also develop the ability to plan, organise and complete tasks when they undertake language activities, for example designing a web page in English. Candidates apply their language skills outside the learning and teaching environment and their experience of using English in everyday life, work and study should be frequently addressed and reviewed.

The course materials used in the learning and teaching environment should reflect the outside world in which candidates live, study and/or work. Where candidates are learning English in schools, further education colleges or community settings, course materials should support the candidates with the systematic development of English language skills in their everyday communication and in the study and work-related contexts.

Teachers and lecturers should encourage and support candidates to use their English effectively to improve their own or others' health and wellbeing, educational opportunities, and employability.

Appendix 2: illustrative language tables

This appendix contains illustrative guidance to support the development of candidates' language in a systematic way. As ESOL candidates have to develop both everyday language, and study and work language, to access topics used in learning or employment-related contexts they need to cover more than one type of language input.

The guidance on the language coverage for ESOL for everyday life and ESOL in the contexts of work and study is set out in two illustrative language tables (ILTs) ILT1 and ILT2.

Both ILTs offer an overview of how this language can be adjusted according to candidate level to support learning. As the levels go up, there is increasing complexity of both language and cognitive skills required of the task, ranging from everyday life, to work and study-related contexts. Taking this perspective means that teachers and lecturers can teach and support the skills in an integrated way for practice and for course assessment — as would happen naturally in the learning context.

Illustrative language table 1 (ILT1) shows language and skills at different ESOL levels:

♦ Work on language features is graded from 'concrete' to 'abstract', 'familiar' (known context) to 'unfamiliar' (unknown context), developing both everyday life and subject or context specific language.
♦ Language is set out at word, sentence and text and/or paragraph level, followed by strategies for the four skills: reading, writing, listening, and speaking.

Illustrative language table 2 (ILT2) sets out integrated tasks or activities demonstrating a possible range of genres, or styles of communication, for personal, social, transactional, work and study-related contexts.

Illustrative language table 1 (ILT1)

Language and skills for Higher ESOL: detailed and complex, familiar and less familiar	
Language at word level	**Focus on formation: root, stem, prefix, suffix; spelling.** **Meaning: denotation, connotation, figurative, literal.** **Choice: standard, dialect, colloquial, slang.**
Detailed and complex, familiar and less familiar	♦ revise and build on National 5 (if appropriate) ♦ able to make considered choices about spelling a word; most patterns internalised ♦ understand and use detailed and complex vocabulary and phrases for everyday use and work and study contexts, including specialised concrete and abstract words and phrases ♦ unfamiliar words processed and understood ♦ explore connotative meanings, multiword collocations, colloquial language/figurative and metaphorical ♦ use analogy for explanations
Language at sentence level	**Focus on word order for information focus; combining phrases to sentence structure for clarity; simple, compound, complex; standard, dialect, slang.**
Detailed and complex, familiar and less familiar	♦ convey precise information through developing control of complex subordination; the use of apposition; elision ♦ develop control of features encountered at National 5 level and explore a wider range of simple, compound and complex sentence structures, for example nominalisation; fronted clauses; it-clefts; embedded clauses; finite and non-finite verb forms to vary sentence structure ♦ combine clauses and phrases with finite and non-finite verb forms ♦ explore simple, continuous, perfect, perfect continuous verb forms
Language and skills at text and paragraph level	**Identify genre; model it; then scaffold candidate practice in rhetorical organisation, layout and language features — linking sentences and sections of text, getting the right tone and level of formality.** **Use across the four skills: reading, writing, listening, speaking.**

Language and skills for Higher ESOL: detailed and complex, familiar and less familiar	
Detailed and complex, familiar and less familiar	♦ understand and use the appropriate structure of required genre forms for study and work
	♦ build and link paragraphs to construct a coherent argument and make purpose clear to the reader: use logical and sequence markers in quite complex and detailed texts to suit purpose
	♦ produce effective openings and conclusions
	♦ engage the audience and lead through the argument
	♦ identify tone and how it is conveyed; cope with inference
	♦ cope with complex and detailed language that may be both familiar and less familiar in terms of content
	♦ summarise or expand upon information
Reading	♦ build on and develop skills from National 5 if appropriate
	♦ explore a variety of materials of different lengths, in different written formats and genres (text types) for understanding
	♦ deal with abstract concepts, infer meaning, read between the lines, explore nuances of attitude and tone
	♦ practise looking through several texts to find relevant information (quantity of texts needs to be built up gradually)
	♦ deduce meaning from context and use advanced dictionary or thesaurus for vocabulary development of items required to be understood deeply or used
Writing	♦ build on and develop skills and strategies from National 5 if appropriate
	♦ notice rhetorical patterns in other texts and write at length on a range of topics appropriate to study goal — this will include complex familiar and less familiar topics, following genre conventions and using detailed and complex language
	♦ refer to sources in own words and acknowledge sources in bibliography
	♦ engage the reader and lead through the argument, for example practise demonstrating attitude, justifying an opinion, explaining, comparing

Language and skills for Higher ESOL: detailed and complex, familiar and less familiar	
Listening	♦ build on and develop skills and strategies acquired at National 5 if appropriate
	♦ develop skills to process familiar material more quickly and to cope with some unfamiliar listening contexts
	♦ practise asking for clarification and repair misunderstandings
	♦ work on identifying main points and some relevant details
	♦ practise following a discussion involving a number of speakers in a range of contexts
	♦ work on role-play and scenarios to follow one-to-one exchanges with only occasional clarification required
	♦ further work on a variety of accents: notice differences and similarities between own and others' speaking pronunciation and styles
Speaking	♦ build on and develop skills and strategies from National 5
	♦ communicate on a range of topics adequately for meaningful participation in a range of complex events using detailed and complex language and covering familiar and less familiar topics
	♦ practise managing complex one-to-one, small group interactions, discussions and presentations successfully
	♦ pay attention to appropriate tone and style of negotiations to achieve a goal
	♦ use personal and impersonal styles
	♦ use intonation and stress at sentence level to convey more precise meaning: accept that there is an L1 accent, but ensure this does not impede understanding

Illustrative language table 2 (ILT2)

Integrated tasks for all ESOL levels: select function and language difficulty according to level. Higher candidates should be aiming for the last column of language difficulty.

'Functions grid' shows personal, social, transactional, work and study-related contexts.

Activities in these areas should offer receptive, investigative, and productive tasks in a range of formats for practice in preparation for assessment.

	Genre and purpose: text response			
function	personal response	review	interpretation	critical response
personal	react emotionally, talk about how you feel about something, thank, praise	talk about how you felt about an event	interpret the significance of an event or object	talk about how you make a decision, decide on the pros and cons
social	find out how your friends feel about something	share feelings with friends about something in the past	decide how to respond to an invitation	think about how to advise a friend or how to ask a friend's advice
transactional	respond to an everyday communication	talk about how you responded to an everyday communication	consider a response to an official communication (for example from NHS, bank, local council)	consider the best approach to solving a transactional problem, viewing it from all angles
work	make a personal response to a work communication	talk about how you feel about a communication in the workplace	consider business response	consider the pros and cons of a business decision or strategy
study	talk and/or write about your feelings in response to a text	evaluate a literary, visual or musical text	interpret the message of a text	challenge the message of a text

	Genre and purpose: stories			
function	recount	narrative	exemplum	anecdote
personal	recount personal events	talk about something that happened to you with a focus on the end or outcome	judge a character or behaviour in a story	tell something about yourself with a lesson or point in it
social	recount events with friends	tell a story that will interest friends with a focus on the end or outcome	state likes and/or dislikes	tell something about a social group, with a lesson or point in it
transactional	recount events, for example at the library	report a transactional event with a particular outcome	carry out or complete a survey	advise or warn someone by telling them an exemplary tale
work	recount events at work	talk about a work situation or event where a problem was resolved	complete a form	report an event with a lesson for the work situation in it
study	recount events; methodology	resolve a complication in an academic story; discussion of results	report an event with a lesson in it, such as an accident or a great success	use analogy to make a point

	Genre and purpose: procedures	
function	procedure	procedural recount
personal	help a family member	talk about how you helped a family member
social	give directions	recommend shopping online
transactional	complete forms	make phone calls and leave messages
work	give instructions for procedure	talk about how something was done in the past
study	detail how to do experiments and/or carry out observations	recount experiments and observations (methodology)

	Genre and purpose: information reports		
function	**descriptive report**	**classifying report**	**persuasive report**
personal	describe your house, an object or place	talk about things you are good at, likes and dislikes	think through pros and cons of a problem
social	describe a place where your family lives now or in the past	talk about group preferences and habits	persuade someone to accept an invitation, or make arrangements
transactional	do an internet search for something you need to buy	find out the kinds of shops, leisure facilities or schools available to you in your area	explain to a local councillor a need in your area
work	prepare or read applications	prepare or read CVs	explain to your boss a need for some new resource at work
study	classifying and describing a phenomenon	classifying and describing types of phenomenon	make a recommendation based on evidence
	Genre and purpose: explanations		
function	**sequential explanation**	**factorial explanation**	**consequential explanation**
personal	explain how to do something you often do	justify an opinion — giving reasons (factors) for how you feel or felt	explain the effects of an event on how you feel
social	explain how to do something to a group	give causes or reasons for a decision to a group	give advice
transactional	prepare and understand procedures in social structures	explain the thinking behind systems or procedures (finance and managing money)	recommend strategies for managing finance
work	prepare and understand procedures at work	explain the thinking behind work systems or procedures	explain the thinking behind work strategies and long term goals
study	explain a sequence of development or procedure	explain multiple factors that might contribute to or cause something, for example increased sales, drought	explain multiple effects

	Genre and purpose: factual stories			
function	**autobiographical recount**	**biographical recount**	**historical recount**	**historical account**
personal	recount life events	recount life stages	recount family events in the past	explain how you learned something
social	talk to friends about their previous activities	tell friends about someone's life stages	recount friends, shared interests	explain how you became friends with a group
transactional	give a report of your medical history for the GP	report your family's medical history for your GP	recount cultural events, celebrations, social issues	explain how the health service worked in the past
work	prepare a CV to a future employer	recount life stages of someone at work	recount historical events of a trade or workplace	explain how a trade or workplace expanded or declined
study	recount methodology	recount chronological developments	recount historical events	explain historical events

	Genre and purpose: arguments	
function	**exposition**	**discussion**
personal	make arrangements; talk about something you would like to do	compare items, places, events to make a choice
social	enquire in order to set out a proposition that you want to take further, for example what venues are available for your planned event	find out information that will give you points for and against a social event or situation, for example holiday, sharing a house
transactional	make phone calls and/or leave messages	plan how to discuss an ailment with a doctor
work	use and understand problem-solving strategies	consider and plan how to discuss something with a work colleague or boss
study	argue for a point of view	discuss two or more points of view; draw on informal or formal sources (as appropriate to candidate level)

Administrative information

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History of changes

Version	Description of change	Date
2.0	Course support notes and illustrative language tables added as appendices.	August 2018
2.1	UK NARIC benchmarked CEFR information added.	November 2019

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.