



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.

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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.	<ul style="list-style-type: none">◆ SQA qualifications in other subjects◆ further study, employment and/or training

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

	Description of performance and mark							
Aspect of performance	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	<p>Contributes fully, effectively and relevantly throughout the interaction</p> <p>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</p> <p>Fully and effectively achieves task with clear and detailed support for each point made</p>	<p>Contributes effectively and relevantly throughout the interaction</p> <p>Demonstrates the ability to initiate and show sensitivity to the norms of turn-taking which fully support the development of the interaction</p> <p>Fully and effectively achieves task with clear support for each point made</p>	<p>Contributes effectively and relevantly in order to maintain the interaction</p> <p>Demonstrates the ability to initiate and show general sensitivity to the norms of turn-taking which support the maintenance of the interaction</p> <p>Fully achieves task with support for most points made</p>	<p>Contributes effectively and with some relevance in order to maintain the interaction</p> <p>Demonstrates sufficiently the ability to initiate and show general sensitivity to the norms of turn-taking which support the maintenance of the interaction</p> <p>Achieves task with support for most points made</p>	<p>Does not contribute effectively and relevantly to maintain the interaction</p> <p>Task is only partially achieved</p>	<p>Does not contribute sufficiently to maintain the interaction</p> <p>Communication is mainly irrelevant to task</p>	<p>Does not contribute appropriately to maintain the interaction</p> <p>Communication is not relevant to task</p>	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](#)
- ◆ [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.

Administrative information

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History of changes

Version	Description of change	Date

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

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