

National 2 ESOL

Unit Support Notes Overview



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 2 ESOL units. They are intended for practitioners who are delivering any National 2 ESOL unit. They should be read in conjunction with the National 2 ESOL Unit Specifications.

General guidance on the units

Aims

These units offer learners opportunities to develop and extend a wide range of skills. In particular, the units aim to enable learners to develop the ability to:

- ◆ understand and use the English language, as appropriate to purpose, audience and context
- ◆ identify and read, copy and write and listen and speak in English
- ◆ apply knowledge of the English language

The units contribute towards the development of literacy skills by providing learners with opportunities to identify/read, copy/write and listen and speak in English. The contexts used in the units also give learners the opportunity to develop their citizenship skills.

Progression through the National 2 units

A wide range of learners in school, college, community-based and work-based contexts may undertake the National 2 ESOL units. Following initial assessment the centre will select the most appropriate unit for learners to undertake.

Entry to these free-standing units is at the discretion of the centre.

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

- ◆ ESOL: Preparation for Literacy — HA1R 72
- ◆ ESOL: An Introduction to Beginner English Literacies 1 — HW55 72
- ◆ ESOL: An Introduction to Beginner English Literacies 2 — HW56 72
- ◆ ESOL for Everyday Life: Reading and Writing — H998 72
- ◆ ESOL for Everyday Life: Listening and Speaking — H997 72
- ◆ ESOL in Context: Reading and Writing — H99A 72
- ◆ ESOL in Context: Listening and Speaking — H999 72
- ◆ any other relevant qualification

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

- ◆ ESOL for Everyday Life: Reading and Writing — H998 72
- ◆ ESOL for Everyday Life: Listening and Speaking — H997 72
- ◆ ESOL in Context: Reading and Writing — H99A 72
- ◆ ESOL in Context: Listening and Speaking — H999 72

Skills, knowledge and understanding covered in these units

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the National 2 ESOL units.

Note: practitioners should refer to the individual National 2 ESOL *Unit Specifications* for mandatory information about the skills, knowledge and understanding to be covered in each unit.

These include:

- ◆ knowledge required to understand and use basic English, as appropriate to purpose, audience and context
- ◆ identifying/reading, copying/writing and listening and speaking skills in English

Contexts may be everyday situations involving personal, social and transactional uses of basic language.

Appendix 2, which gives information on functions, grammar and vocabulary that could be used at this level, should also be helpful for planning delivery and assessment.

Progression from these units

Completion of all or some of the National 2 ESOL units may provide progression to:

- ◆ National 3 ESOL course or any relevant component units
- ◆ further education or training
- ◆ employment

Approaches to learning, teaching and assessment

Approaches to learning, teaching and assessment are detailed in the Unit Support Notes for each National 2 unit.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this overview of the National 2 ESOL units is designed to sit alongside these duties but is specific to the delivery and assessment of the units.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the Assessment Arrangements section of SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1: National 2 ESOL units

<p>ESOL: Preparation for Literacy (National 2) HA1R 72</p>	<p>ESOL: An Introduction to Beginner English Literacies 1 HW55 72</p>	<p>ESOL: An Introduction to Beginner English Literacies 2 HW56 72</p>
<ol style="list-style-type: none"> 1. Understand basic classroom language in English 2. Identify and form basic numbers in English 3. Identify and form letters of the English alphabet 4. Identify names and sounds of the English alphabet 	<ol style="list-style-type: none"> 1. Communicate orally in English for transactional purposes using basic language 2. Understand basic social sight vocabulary 3. Understand basic number concepts 4. Copy written English on lines 	<ol style="list-style-type: none"> 1. Communicate orally in English for personal and social purposes using basic language 2. Understand basic texts written in English 3. Produce basic written English on lines
<p>National 2 ESOL for Everyday Life: Listening and Speaking H997 72</p>	<p>National 2 ESOL for Everyday Life: Reading and Writing H998 72</p>	
<ol style="list-style-type: none"> 1. Understand basic language spoken in English 2. Communicate orally in English using basic language 	<ol style="list-style-type: none"> 1. Understand basic language written in English 2. Produce written English using basic language 	
<p>National 2 ESOL in Context: Listening and Speaking H999 72</p>	<p>National 2 ESOL in Context: Reading and Writing H99A 72</p>	
<ol style="list-style-type: none"> 1. Understand basic language spoken in English 2. Communicate orally in English using basic language 	<ol style="list-style-type: none"> 1. Understand basic language written in English 2. Produce written English using basic language 	

Appendix 2: Functions and grammar tables

This appendix contains guidance on language functions, grammar and vocabulary. This guidance is not prescriptive but represents what would be appropriate for candidates to cover or further develop at this level.

Functions

There is progression in terms of the functions but it should be noted that the main progression comes from the exponents used (ie what is actually said) in an interaction rather than the functions themselves. At this level the most basic exponents, with errors, would be expected.

Functions used across the National 2 ESOL units
<ul style="list-style-type: none">◆ greeting, introducing and leave-taking◆ asking for and giving information◆ asking for help◆ asking permission◆ asking someone to do something◆ thanking◆ apologising◆ asking for repetition◆ telling the time◆ describing routines and habits◆ describing frequency and time duration◆ asking about/expressing ability◆ asking about /expressing likes and dislikes◆ accepting and refusing◆ requesting and offering◆ asking for/giving simple instructions◆ making appointments◆ stating a problem◆ talking about past events and future plans

Grammar and vocabulary

This list is not prescriptive and at all times the focus of learning and teaching should be on communication in authentic situations supported by language practice and development.

Grammar and Vocabulary across the National 2 ESOL units

- ◆ am/is/are
- ◆ have/has
- ◆ have/has got
- ◆ 'wh' questions
- ◆ yes/no questions
- ◆ personal pronouns
- ◆ possessive adjectives
- ◆ prepositions of time — in, on, at
- ◆ a, an, some, any
- ◆ singular/plural nouns
- ◆ very common uncountable nouns
- ◆ there is/are
- ◆ how much/many
- ◆ demonstratives —this, that, these, those
- ◆ would like
- ◆ can I have ...
- ◆ can – to express ability
- ◆ prepositions of place
- ◆ present simple tense
- ◆ adverbs of frequency
- ◆ auxiliary verbs
- ◆ present continuous
- ◆ imperatives
- ◆ time markers —today, yesterday, tomorrow, ago ...
- ◆ past simple tense of regular and common irregular verbs
- ◆ common adjectives
- ◆ conjunctions — and, but, or, because, then
- ◆ 'going to' future

Vocabulary development related to selected topic areas as well as above.

Appendix 3: Reference documents

The following reference documents will provide useful information and background.

- ◆ Support materials — [National 2 ESOL subject page](#)
- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ Common European Framework of Reference web-page: www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf
- ◆ NALDIC — National Association for Language Development In the Curriculum: www.naldic.org.uk
- ◆ ESOL Scotland: <https://blogs.glowscotland.org.uk/glowblogs/esesol/home>
- ◆ Learning in 2+Languages — Education Scotland: <http://www.education.gov.scot/improvement/modlang5-learning-in-2-plus-languages>
- ◆ NATECLA: www.natecla.org.uk
- ◆ Skillswise: www.bbc.co.uk/skillswise
- ◆ Starfall Literacy Resources: <http://www.starfall.com>
- ◆ *Doorway to Practical Literacy*: <https://za.pinterest.com/pin/468515167471458205/>
- ◆ One-stop English: www.onestopenglish.com
- ◆ SQA ESOL learning and teaching materials: www.sqa.org.uk/esol
- ◆ SQA e-learning materials: www.sqa.org.uk/sqa/41714.html
- ◆ British Council ESOL Nexus: <http://esol.britishcouncil.org/>
- ◆ British Council ESOL Nexus Literacy <http://esol.britishcouncil.org/content/teachers/staff-room/teaching-articles/working-esol-learners-basic-literacy-needs>
- ◆ ESOL Literacy Network: <https://centre.bowvalleycollege.ca/networks/esl-literacy-network>
- ◆ LESLLA (Low Educated Second Language and Literacy Acquisition) for Adults: http://www.leslla.org/teacher_resources.htm
- ◆ National Adult Literacy Agency: www.nala.ie/news/useful-esol-websites
- ◆ <http://esol.britishcouncil.org/content/teachers/staff-room/teaching-articles/working-esol-learners-basic-literacy-needs>
- ◆ ESOL literacy resource pack www.esolliteracy.co.uk/
- ◆ Minnesota Literacy Council <https://mnliteracy.org>
- ◆ Leeds Asylum Seekers Support Network: <https://lassn.org.uk/resources-for-tutors>
- ◆ Doorway online: <http://www.doorwayonline.org.uk>
- ◆ Digibooks resource <http://www.esoluk.co.uk/digibooks/>
- ◆ Handwriting worksheet maker <https://www.handwritingworksheets.com>

Administrative information

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History of changes

Version	Description of change	Authorised by	Date

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