



Higher National Unit specification

General information for centres

Unit title: Communication in Gaelic: Advanced Operational Reading Skills

Unit code: F7R1 34

Unit purpose: This Unit is designed to develop existing reading skills to an advanced level in the target language within a context related to the candidate's needs or interests. The candidate will develop skills to understand written materials containing language of a general, detailed and at times complex nature.

This Unit is one in a suite of four single credit Units at SCQF level 7 designed to develop skills in the target language.

The Unit embodies and further develops the National Language Standards at level SVQ 3.

On completion of this Unit the candidate should be able to:

- 1 Read and understand documents containing detailed and complex language.

Credit points and level: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, considerable previous competence in the target language is required for this Unit.

This may be evidenced by the possession of one or more of:

- ◆ F7HN 33: Communication in Gaelic: Basic Operational Reading Skills, SCQF 6
- ◆ F0HY 33: Gaelic For Work : Intermediate Operational SCQF level 6
- ◆ C232 12: Gaelic (Learners), SCQF level 6
- ◆ Other qualifications or experience comparable to the above, including residence in a country where the target language is spoken.

General information for centres (cont)

Core Skills: There are opportunities to develop the Core Skills of Communication at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skill components. Further detail is provided in the Support Notes.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

It may, however, also be taught as a stand-alone Unit in a context relating to the candidate's needs or interests.

Assessment: This Unit has two assessments each of which will require the candidate to demonstrate the skill of reading. Whenever possible, tasks should be contextualised in a situation mirroring real-life tasks within a context relating to the candidate's needs or interests and may be linked through a common scenario, if appropriate.

All assessments will be conducted under controlled and supervised conditions.

Each assessment will consist of a folio comprising one or up to four documents.

The total word-count for each assessment should be within the range of 1, 000–1,500 words. The documents may be considered individually or together.

The total time required for each assessment should not exceed 180 minutes.

The use of dictionaries and of other relevant reference materials is allowed.

Assessments should be carried out towards the end of the Unit, when candidates have had the opportunity to develop skills to the required level.

An exemplar instrument of assessment and marking guidelines are produced by the SQA to indicate the national standard of achievement required at SCQF level 7.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome

Read and understand documents containing detailed and complex language

Knowledge and/or skills

- ◆ Screen a wide range of documents to identify the need for fuller/further consideration
- ◆ Understand a wide variety of vocabulary related to needs or interests*
- ◆ Understand a range of polite/formal and semi-formal forms of address, greeting, leave-taking and expressions of gratitude, regret, apology and annoyance
- ◆ Understand language which makes, discusses, amends and/or confirms agreements, arrangements
- ◆ Understand language which presents complex and detailed issues, ideas, events and/or proposals
- ◆ Understand written cultural conventions appropriate to the task and context
- ◆ Understand a wide range of familiar and less commonly-used technical terms relevant to the area of need or interest
- ◆ Understand a wide range of numerical data in context
- ◆ Understand a range of structures using the infinitive (or other basic root verb) form, where appropriate to the language
- ◆ Understand the present, past (imperfect and perfect and pluperfect or equivalents) future, conditional (including future/conditional perfect or equivalents) and subjunctive forms, aspects and moods as/if required and where appropriate to the language
- ◆ Understand a wide range of sentence structures in positive, negative, imperative and interrogative forms
- ◆ Understand a wide range of complex sentence structures
- ◆ Understand a wide range of linking language, eg 'although, provided that, so that, given that', etc
- ◆ Understand a wide range of alternative terms and structures which modify register for different audiences and contexts
- ◆ Infer meaning from the context
- ◆ Use reference sources (eg glossaries, dictionaries) to clarify and/or confirm meaning as necessary

Higher National Unit specification: statement of standards (cont)

Unit title: Communication in Gaelic: Advanced Operational Reading Skills

Evidence Requirements

The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

There will be two reading assessments.

Each assessment will consist of one folio comprising one or up to four documents.

The total word-count for each assessment should be in the range of 1,000–1,500 words. The documents may be considered individually or together.

The total time required for each Assessment should not exceed 180 minutes.

The use of dictionaries and/or other relevant reference sources is allowed.

The assessments will be conducted under controlled and supervised conditions.

Understanding may be presented in any suitable way, written, oral or signed.

The candidate must demonstrate his/her ability to:

- ◆ identify from a piece of text in the target language the main theme(s), content and tone
- ◆ identify specific relevant details
- ◆ answer questions on texts or summarise texts, in English or in the target language, in order to convey the meaning, opinion/s and/or points of view and attitudes expressed
- ◆ translate into English, if required

Evidence for the Knowledge and/or Skills in this Outcome will be provided by two assessments that sample across the Knowledge and/or Skills.

Each assessment instrument chosen for summative assessment purposes must cover a sufficient sample of Knowledge and/or Skills for an assessor to infer that the candidate is competent in the Outcome.

Items of Knowledge and/or Skills that must be assessed on every assessment occasion are identified with an asterisk (*) in the 'Knowledge and/or Skills' section of this Outcome as above.

For the purposes of re-assessment a different instrument of assessment/folio of texts should be chosen. In the case where a candidate fails on any individual text document, the re-assessment instrument may be a different single text document. A different sample should be chosen on each re-assessment occasion.

Performance Overview

The candidate must be able to handle a wide range of complex materials in a variety of formats and registers. The candidate should be able to scan texts to clearly identify themes, ideas, opinions and details expressed and bring together information to demonstrate overall meaning.

Higher National Unit specification: statement of standards (cont)

Unit title: Communication in Gaelic: Advanced Operational Reading Skills

Assessment guidelines

There should be different types of text used for each assessment task.

Assessment 1

Candidates could be asked to read a continuous piece of text on a topic related to needs or interests.

Assessment 2

A folio of between one and up to four documents written in the target language and related to the candidate's needs or interests such as:

- ◆ an article or text document on a relevant theme or topic
- ◆ an article on current affairs linked to a context related to the candidate's needs or interests
- ◆ a letter or similar piece of correspondence
- ◆ detailed information contained in a brochure, booklet, leaflet, manual or other instructional document
- ◆ a document outlining terms and conditions
- ◆ website page(s) or similar

Candidates could demonstrate their comprehension by one of the following methods:

- ◆ a summary in English or in the target language giving both the main theme or themes and specific detail of each text/document
- ◆ provide detailed information in English or in the target language about the text/document
- ◆ translation of text/document
- ◆ answers in English or in the target language to a series of questions relating to the main themes and some specific content of each text

Administrative Information

Unit code:	F7R1 34
Unit title:	Communication in Gaelic: Advanced Operational Reading Skills
Superclass category:	FK
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Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Communication in Gaelic: Advanced Operational Reading Skills

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is likely to form part of a number of Group Awards where it is recognised that knowledge of the target language will either be a necessary or a beneficial skill for candidates. It may however also be taught as a stand-alone Unit.

It is one of a suite of four single credit Units at SCQF level 7.

If it is taught as part of a Group Award, it is recommended that it should be taught within the subject area/context of the Group Award to which it contributes. As a free-standing Unit, it may be taught and assessed within a context related to the candidate's needs or interests.

The Unit has also been devised to allow for the progression and development of language skills at more advanced levels.

Content

The principle content of the Unit should be:

- ◆ reading in depth about more general issues or trends related to the field of interest
- ◆ reading detailed and at times complex information related to the field of interest
- ◆ reading opinions and preferences

Context

The Unit can be approached from the standpoint of a person who wishes or is required to read and understand the target language in a variety of contexts related to need or interests.

This Unit embeds the National Language Standards (revised 2005) for SVQ level 3 as published by CILT, the National Centre for Languages, 3rd Floor, 111 Westminster Bridge Road London, SE1 7HR. It embeds and goes well beyond the national standards at SVQ level 3 reflecting language skill levels at a more advanced level. The Unit is also benchmarked against an Advanced Higher pass at grade C.

Guidance on the delivery and assessment of this Unit

The Unit can be approached from the standpoint of a person who requires to read in the target language for whatever purpose, personal, social or vocational.

Higher National Unit specification: support notes (cont)

Unit title: Communication in Gaelic: Advanced Operational Reading Skills

Types of communication could include

- ◆ an article or text document on a relevant theme or topic
- ◆ an article on current affairs linked to a context related to the candidate's needs or interests
- ◆ a letter or similar piece of correspondence
- ◆ detailed information contained in a brochure, booklet, leaflet, manual or other instructional document,
- ◆ a document outlining terms and conditions,
- ◆ website page(s) or similar

The outcome refers to the single skill of Reading but it is assumed that tutors will teach skills in an integrative manner.

An opportunity for re-assessment should be given where a candidate does not achieve a Pass.

Opportunities for developing Core Skills

There are opportunities to develop Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

The Unit goes some way towards meeting the demands of:

- ◆ *Communication* (Reading) at SCQF 5

Open learning

This Unit could be delivered by distance learning provided suitable assessment arrangements can be agreed for controlled and supervised assessment conditions.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

General information for candidates

Unit title: Communication in Gaelic: Advanced Operational Reading Skills

This Unit is designed to develop existing language skills in order to deal with a wide range of situations. It is primarily intended for candidates for whom a good knowledge of the target language would be beneficial or essential, or for those who want to enhance their professional/career prospects or facilitate their mobility.

The Unit may be studied as part of a Group Award, eg PDA, HNC, HND or as a stand-alone Unit. It is also a means to prepare for and proceed to further study or as a preparation for travel and/or work in the country where the target language is spoken.

This Unit will develop your existing skills in a practical way and in a range of contexts relevant to your needs or interests. You will also further your knowledge of, and ability to use, a wide range of structures in the language you are studying.

In order to complete this Unit successfully, you will be required to complete a range of tasks in which you will demonstrate that you can communicate and operate effectively in the target language. You must achieve a satisfactory level of performance in two assessments which test the skill of reading. These assessments will be conducted under controlled and supervised conditions and will take place generally, but not always, towards the end of the Unit.

Each assessment will comprise between one or up to four written documents such as:

- ◆ an article or text document on a topic related to your needs or interests
- ◆ an article on current affairs
- ◆ a letter or similar piece of correspondence
- ◆ detailed information contained in a brochure, a booklet, a leaflet, a manual or other instructional document
- ◆ a document outlining terms and conditions,
- ◆ website page(s) or similar

The total word count for each assessments will be in the range of 1,000–1, 500 words.

You will be asked to demonstrate understanding by providing, for example

- ◆ a summary in English or in the target language giving both the main theme or themes and specific detail of each text/document
- ◆ detailed information in English or in the target language about the text/document
- ◆ a translation of text/document
- ◆ answers in English or in the target language to a series of questions relating to the main themes and some specific content of each text

You will be allowed to use a dictionary. Adequate time, up to 180 minutes in total, will be given for you to complete each assessment.

Assessments for the Unit may be tailored to take account of your needs and interests.

If you do not achieve a Pass in any of the assessment tasks, there will be an opportunity to be re-assessed.

General information for candidates (cont)

Unit title: Communication in Gaelic: Advanced Operational Reading Skills

Opportunities for developing Core Skills

There are opportunities to develop Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

The Unit goes some way towards meeting the demands of:

- ◆ *Communication* (Reading) at SCQF 5