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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7340624**UNIT TITLE:** LANGUAGE: ENGLISH AS A FOREIGN LANGUAGE 3

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Evidence of oral work in the evidence requirements section refers to the evidence produced by the candidate for the tutor/trainer. The tutor/trainer should retain copies of tasks as set for internal and external verification purposes. Tape recording is at the discretion of the tutor/trainer and is not mandatory.

OUTCOME

1. CONVERSE IN SOME DEPTH ON MATTERS OF INTEREST WITH SPEAKERS OF THE TARGET LANGUAGE

PERFORMANCE CRITERIA

- (a) Spoken conventions appropriate to the context are observed accurately.
- (b) There is evidence of initiation of dialogue.
- (c) Language is sufficiently clear and accurate to be understood by a sympathetic speaker of the target language despite inaccuracies, faults in intonation, hesitation and possible mother tongue interference.
- (d) Vocabulary and sentence structure allow some flexibility of expression.
- (e) Requests for clarification and repetition are made and responded to relevantly, clearly and as required.

RANGE STATEMENT

Complexity of language to be demonstrated and understood: uncomplicated sentence structures, delivered at near normal speed, which may contain some elements of complex and unfamiliar language. Conversations should vary in length but may be approximately 3-8 minutes in length.

Topics of conversation:

- matters of personal interest;
- matters of current public or social interest;
- routine vocational matters.

Type of information to be exchanged:

- factual information;
- opinions, likes, dislikes, preferences, suggestions or plans for the future;
- asking for and giving advice on simple matters.

Contexts:

- informal social or vocational situations;
- formal situations (for instance, routine meetings, telephone conversations).

Mode of communication:

- face-to-face;
- telephone.

EVIDENCE REQUIREMENTS

Evidence of oral work in the target language which indicates that the candidate can fulfil all of the performance criteria.

Evidence which indicates that each of the 'topics of conversation' has been covered. Evidence must also be provided which indicates that each of the items listed under 'type of information to be exchanged' and both contexts have been covered.

The number of actual conversations will be at the discretion of the tutor/trainer but three may suffice. Conversations may be between 3-8 minutes length.

At least one conversation will be undertaken using a telephone.

Evidence may be derived from simulation and role play exercises, conversation with the tutor/trainer/language assistant or naturally occurring situations. Telephone conversations may also be simulated.

OUTCOME

2. LISTEN FOR INFORMATION AND PLEASURE

PERFORMANCE CRITERIA

- (a) Identification of the main content and theme of the source is accurate.
- (b) Identification of additional details is accurate.

RANGE STATEMENT

Complexity of language to be understood: uncomplicated sentence structures, delivered at near normal speed, which may contain some elements of complex

and unfamiliar language. Listening texts may be between 100-300 words in length.

Type of speech to be listened to:

- the speech of others present;
- broadcast speech (for instance, public announcements, TV or radio broadcasts; telephone speech can be included here but for assessment purposes is covered by Outcome 1).

Type of information to be obtained:

- information for everyday interests, including short narratives and simple factual information;
- simple task-related and technical/information (for instance, instructions and requests, operating instructions for everyday equipment).

Contexts:

- social;
- vocational.

EVIDENCE REQUIREMENTS

Evidence of written work in English and/or in the target language which indicates that the candidate can fulfil all of the performance criteria.

Evidence must be provided that each of the items listed under 'type of information to be obtained' has been covered. Each 'type of speech to be listened to' must be covered at least once.

Evidence may be derived from simulation and role play exercises, conversation with the tutor/trainer/language assistant or naturally occurring situations.

OUTCOME

3. READ FOR INFORMATION AND PLEASURE

PERFORMANCE CRITERIA

- (a) Identification of the main content and theme of the source is accurate.
- (b) Identification of additional details is accurate.

RANGE STATEMENT

Complexity of language to be understood: uncomplicated sentence structures, which may contain some elements of complex and unfamiliar language. Reading texts may be between 200-300 words in length.

Type of material to be read:

- simple material (for instance, short articles, short news stories, journalistic material, pieces of narrative, poems, songs intended for general readership);
- simple reports of events and meetings;
- compressed language texts (for instance, advertisements, procedures, publicity materials, messages, operational material e.g. memos, faxes, formal and informal correspondence, announcements, signs and notices);
- correspondence, including letters, memos and faxes.

Type of information to be obtained:

- simple factual information about everyday topics;
- simple task-related and technical information (for instance, instructions and requests, operating instructions for everyday equipment, information for everyday interests, including short narratives, opinions).

Contexts:

- social;
- vocational.

EVIDENCE REQUIREMENTS

Evidence of written work in English and/or in the target language which indicates that the candidate can fulfil all of the performance criteria. Evidence must be provided that each of the items listed under 'type of material to be read' has been covered. Evidence must also be provided that each of the items listed under 'type of information to be obtained' has been covered.

Generally speaking four assessments should cover all requirements.

OUTCOME

4. DISCUSS A RANGE OF TOPICS IN THE TARGET LANGUAGE

PERFORMANCE CRITERIA

- (a) Opinions are relevant to the topic, presented clearly and audibly.
- (b) Contributions, responses and reactions to other participants support the development of the discussion.
- (c) Language is sufficiently clear and accurate to be understood by a sympathetic speaker of the target language despite inaccuracies, faults in intonation, hesitation and possible mother tongue interference.

- (d) Vocabulary and sentence structure allow some flexibility of expression.
- (e) Requests for clarification and repetition are made and responded to relevantly, clearly and as required.

RANGE STATEMENT

Complexity of language to be demonstrated and understood: uncomplicated sentence structures, delivered at near normal speed.

Topics of discussion:

- matter of general interest;
- matters of vocational interest.

Type of information to be exchanged:

- factual information;
- opinions, likes, dislikes, preferences, suggestions or plans for the future;
- simple justification of ideas and opinions.

Contexts:

- informal social or vocational situations;
- formal situations.

Mode of communication:

- face-to-face.

EVIDENCE REQUIREMENTS

Evidence of oral work in the target language which indicates that the candidate can fulfil all of the performance criteria.

On one occasion the candidate must introduce an idea or point of view. On another occasion, he/she must participate in a discussion about an idea or point of view which has been introduced by another candidate.

Evidence must be provided that each of the categories listed under 'topics of discussion' has been covered. All items listed under 'type of information to be exchanged' and both contexts must also be covered.

OUTCOME

5. PRODUCE IN THE TARGET LANGUAGE A WRITTEN PIECE OF WORK WHICH DERIVES FROM WRITTEN AND SPOKEN SOURCES

PERFORMANCE CRITERIA

- (a) All essential information with some supporting detail is presented clearly and accurately.
- (b) Register, syntax, spelling and grammar are sufficiently accurate to convey meaning on first reading.
- (c) Vocabulary and sentence structure allow some flexibility of expression.

RANGE STATEMENT

Complexity of language to be demonstrated: uncomplicated sentence structures but which include the use of connectors.

EVIDENCE REQUIREMENTS

Evidence which indicates that the candidate has the ability to understand and extract information provided in written and spoken sources, to formulate ideas and/or conclusions and/or determine a course of action in relation to the information in these texts and to express them in their own way in the target language in an extended piece of writing between 100-200 words in length.

OUTCOME

- 6. WRITE IN THE TARGET LANGUAGE SIMPLE FACTUAL INFORMATION OF A PERSONAL AND VOCATIONAL NATURE IN RESPONSE TO QUESTIONS OR INFORMATION RECEIVED

PERFORMANCE CRITERIA

- (a) All essential information with some supporting detail is presented clearly and accurately.
- (b) Structure and format are appropriate to purpose and audience.
- (c) Register, syntax, spelling and grammar are sufficiently accurate to convey meaning on first reading.
- (d) Vocabulary and sentence structure allow some flexibility of expression.

RANGE STATEMENT

Complexity of language to be demonstrated: uncomplicated sentence structures but which include use of connectors.

Type of information to be conveyed:

- simple factual information, including personal details;
- simple arrangements and instructions;
- messages from others.

Formats to be used:

- informal (for instance, notes, messages, informal correspondence, brief summaries, form completion);
- short formal letters.

Contexts:

- social;
- vocational.

EVIDENCE REQUIREMENTS

A folio of written evidence in appropriate formats in the target language which demonstrates that the candidate can fulfil all of the performance criteria.

Evidence must be provided that each of the items listed under 'type of information to be conveyed' has been covered. Each format must be covered at least once.

A folio of three pieces of written evidence would be sufficient. As a general rule, the items of writing contained in the folio will be unlikely to exceed 50-100 words.

ASSESSMENT RECORDS

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and all performance criteria.

It would be helpful if centres would present records of evidence of candidate achievement on a standard form of checklist to be devised by the centre to suit its own purposes along with evidence of candidate performance.

Evidence of oral work in the evidence requirements section refers to the evidence produced by the candidate for the tutor/trainer. The tutor/trainer should retain copies of tasks as set for internal and external identification purposes. Tape recording is at the discretion of the tutor/trainer and is not mandatory.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES****UNIT NUMBER** 7340624**UNIT TITLE** LANGUAGE: ENGLISH AS A FOREIGN LANGUAGE 3

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 80 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module is the third of a graded series of modules designed to develop the candidate's ability to use the target language to communicate with other speakers of that language. The module will help the candidate to establish social relations, to transact the business of everyday living and to interpret spoken and written material for information, pleasure and vocational needs.

Achievement of this module will also give achievement of all of the Language Lead Body standards at level 2.

This module has been developed in such a way as to apply to the above languages.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will develop your skills in reading, writing, listening to and speaking in the target language to a level which will allow you to operate in familiar social and vocational situations.

You will undertake tasks which will involve basic everyday transactions and needs and you will also deal with some other less predictable situations i.e. non-routine.

CONTENT/CONTEXT Corresponding to Outcomes 1-6:

The 'content' of language learning in the course of this module is defined in the following way: a list of language purposes; examples of language areas; a list of text-types which exemplify the form, register or nature of the pieces of the language; a list of activities which indicates the ways in which the candidate will be expected to use the language.

Printed texts or recorded live speech should wherever possible be 'authentic' i.e. written or spoken by native speakers for real purposes. Care should be taken to ensure that the candidate encounters and uses language relating to the various language purposes listed in as many different contexts and activities as possible. Due account should be taken, in so doing, of the needs and interests of individual learners.

The following lists are for illustrative purposes only and have been chosen as examples of typical needs of individual learners. The tutor/trainer should therefore exercise discretion, especially in selecting the language areas, and should use only those considered appropriate to the particular candidate group.

Although grammar is not explicitly listed in this content/context section, successful completion of the outcomes will demand an increasingly more sophisticated knowledge and use of grammatical structure.

The language purposes and language areas defined for modules 1 and 2 are assumed as the basis for learning in module 3 and are therefore not listed again here. However, texts relating to them should not be excluded from selection as suitable for learning and tutoring/training purposes.

In this, as in all other modules, the term "text" is used to refer to any organised and coherent body of language designed to be understood as a whole. It can therefore relate to any medium. Thus a "text" might be an article in a newspaper or magazine, the script of a radio or television broadcast, the contents of a brochure, pages of a letter, the contents of a telex message, or a live talk.

WITH REFERENCE TO OUTCOME 1: CONVERSE IN SOME DEPTH ON MATTERS OF INTEREST WITH SPEAKERS OF THE TARGET LANGUAGE

Language Purposes

As in modules 1 and 2 and, in addition:

- comment on a range of topics of general interest;
- projecting/making plans;
- negotiating;
- discussing reactions;
- expressing regrets;
- explaining events;
- expressing feelings.

Language Areas

- Matters of general interest in daily life;
- current affairs;
- matters of personal interest;
- matters related to vocational interests.

Text-types

- Extended conversation;
- talk aimed at creating/cementing relationships/friendships;
- talk based on finding common ground and sharing experiences;
- talk aimed at exchanging opinion, asking for and giving advice;
- offering clarification and explanations;

exchanging factual details;

as stimuli for talk, text used for reading and listening in Outcomes 2, 3, 4, 5 and 6 e.g. newspaper articles, TV/radio material, short story, song; topics relating to work experience.

Activities

Structured and open-ended dialogues with a partner and/or within a small group; open-ended dialogues with the tutor/trainer or a language assistant; role-playing as appropriate; telephone contact, real or simulated.

WITH REFERENCE TO OUTCOMES 2 and 3: LISTEN FOR INFORMATION AND PLEASURE, READ FOR INFORMATION AND PLEASURE

Language Purposes

As in modules 1 and 2 and, in addition:

understanding specific information;
selecting materials from a range offered;
developing reading skills e.g. skimming,
scanning, gist extraction, in-depth reading etc.

Language Areas

Areas of general interest (current affairs/politics/the arts/social issues etc.); vocational areas, for example, business, commerce, technology, tourism, service industries.

Text-types

Technical texts e.g. instructions, signs, notices;
audio programmes;
video programmes;
short journalistic texts;
live short talks;
short stories (including those written for learners);
songs;
correspondence;
reports e.g. of events and meetings;
announcements;
poems;
advertisements;
procedures;
messages;
memos;
faxes;
publicity materials.

Activities

Reading/listening to/viewing items for information, pleasure and vocational purposes; showing that texts have been understood through a variety of activities (e.g. completing tables and grids, notes/summaries);

giving personal reactions/comments on texts.

WITH REFERENCE TO OUTCOME 4: DISCUSS A RANGE OF TOPICS IN THE TARGET LANGUAGE

Language Purposes

Conveying factual information;
expressing ideas and opinions;
taking into account the opinions of others;
agreeing/disagreeing/persuading/conceding;
supporting opinions.

Language Areas

Any of those contained in Outcomes 1, 2 and 3.

Text-types

Any type of short text which will stimulate discussion;
comments by tutor/trainer on specific issues/topics.

Activities

Involvement in discussion at a simple level e.g. lifestyle, environmental issues, vocational matters.

WITH REFERENCE TO OUTCOME 5: PRODUCE IN THE TARGET LANGUAGE A WRITTEN PIECE OF WORK WHICH DERIVES FROM WRITTEN AND SPOKEN SOURCES

Languages Purposes

Using purposefully reading and listening skills in order to glean information and form ideas and conclusions;
offering specific information;
giving opinions;
using writing skills.

Language Areas

Any or all of those specified for Outcomes 1, 2 and 3.

Text-types

It is desirable where possible to use the same stimulus texts as in Outcomes 2, 3 and 4 to allow for integration of assessment. This is however at the tutor's/trainer's discretion.

Activities

An assignment which may be in the form of a continuous piece of writing or a scheme which outlines the programme for, for example, a holiday, a programme of study, an operational plan or a report of a visit or action taken.

Text should generally be in the form of complete sentences and paragraphs although where the piece of writing is in the form of, for example, a programme then other forms of presentation may be used at the discretion of the tutor/trainer. Such abbreviated forms must demonstrate however the candidate's ability to convey information coherently and in line with the performance criteria.

The aim of the exercise required for this outcome is to encourage the candidate to listen and read with a purpose in mind and to tie together information and ideas developed through reading, listening and discussion (which may have been done in pursuance of other outcomes) in a coherent piece of writing.

WITH REFERENCE TO OUTCOME 6: WRITE IN THE TARGET LANGUAGE SIMPLE FACTUAL INFORMATION OF A PERSONAL AND VOCATIONAL NATURE IN RESPONSE TO QUESTIONS OR INFORMATION RECEIVED

Languages Purposes

giving simple factual information;
giving and making simple arrangements and instructions;
taking and conveying messages;
writing short formal and informal letters.

Language Areas

personal information;
vocational details.

Text-types

Stimulus items can be of two types:

- (i) spoken e.g. telephone calls, leaving information for a third party who is absent;
- (ii) written e.g. a letter, or any format which invites a written response (e.g. a form/questionnaire).

Activities

Note-taking and writing messages;
writing letters which give or seek information;
form filling and completion of questionnaires;
making brief summaries.

APPROACHES TO GENERATING EVIDENCE

This module aims to consolidate skills learned in modules 1 and 2 as well as to develop more sophisticated skills.

It is intended that in the course of study/training for this module, candidates will gain considerable experience of using the target language, both as a means of instruction, and as a means of organising their work and their environment.

The target language should as far as possible be the normal language of the learning environment and should be used for the organisation of all activities.

It is highly desirable that outcomes, although presented in this descriptor as separate, should be prepared in an integrative way: emphasis should be placed throughout on activities which combine the use of several skills. By incorporating stimuli defined for Outcome 2, 3 and 4 into conversations used to attain Outcome 1 it is possible, for example, to integrate speaking, listening and reading. Similarly it is desirable that such integrated use of stimuli relate also to Outcome 5.

In Outcome 1 the emphasis shifts from discussing matters of a personal and vocational nature to discussing in some depth matters of a general and vocational nature. This change will make greater demands on the range of vocabulary required by the learner. Using reading and listening texts (Outcomes 2 and 3) as a stimulus would help to give candidates the vocabulary they need for conversation.

Outcome 2 includes listening to and understanding longer and more extended texts than those used in modules 1 and 2. The purpose is similar to that of extended reading (see below).

Listening texts may contain vocabulary and structures unfamiliar to the learner which will require the learner to develop coping strategies.

In Outcome 3 the intention is to develop reading skills and through reading to expand the learner's language resource. Learners should develop the ability to cope with passages of varying length and styles. Assessment tasks should be devised in such a way as to assist the learner in understanding texts.

In module 3, Outcomes 4, 5 and 6 represent the biggest step forward from modules 1 and 2. In order to achieve these outcomes the learner will have to develop more advanced skills in self-expression, particularly as regards organising ideas in a coherent manner. In order to express the ideas satisfactorily learners will require two things:

- (i) increasing knowledge of grammatical structure;
- (ii) the ability to apply this knowledge in spoken and written work.

It is important to bear in mind that module 3 is still geared to an early stage of learning. It is therefore anticipated that this module will serve as an introduction to skills which will be developed further in later modules. The tutor/trainer should exercise his/her discretion in allocation of time to the explicit teaching of grammar.

In Outcome 4 the aim is to introduce the development of discussion skills at a simple level. Most likely topics for discussion are simple everyday matters of interest, vocational matters and aspirations based on the learner's experiences.

Module 3 also makes greater demands on writing skills. It requires learners to respond to longer texts and in addition to undertake more demanding activities in letter writing and memo taking.

In Outcome 5 there is again purposeful integration of speaking, listening, reading and writing. The aim is to generate an open-ended writing task based upon ideas and language contained in a variety of stimulus materials in the different modes as above.

In Outcome 6 the focus is on functional writing within a tightly defined context.

Assessment

Assessment should be thoroughly integrated with the learning/tutoring/training process and should reflect the outcomes. There is no need to set up specific tests: the activities associated with the outcomes are in themselves instruments of assessment.

There will inevitably be wide variations within a candidate group as regards the rate at which activities associated with outcomes might be achieved. Some candidates may require several attempts before the performance criteria appropriate to the outcomes are completed. It should be noted however that different stimuli should be used for further attempts to achieve the outcomes. These stimuli may relate to the same topic area or could come at a later stage and relate to another topic area in the course of study.

ASSESSMENT PROCEDURES Corresponding to Outcome 1-6:

1. The candidate should participate in aural/oral exercises which should allow evidence to be generated for all of the performance criteria.
2. The candidate should participate in listening exercises which should allow evidence to be generated through written restricted responses for all of the performance criteria.
3. The candidate should produce written restricted responses which should generate evidence for all of the performance criteria.
4. The candidate should participate in aural/oral exercises which should allow evidence to be generated for all of the performance criteria.
5. The candidate should undertake a written assignment which should generate evidence for all of the performance criteria.
6. The candidate should produce restricted responses which should generate evidence for all of the performance criteria.

PROGRESSION Progression from this module is to module 7340924 - 7341024 Language 4 as appropriate.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.

4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

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