

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7341124**UNIT TITLE:** 7341124 LANGUAGE - ENGLISH AS A FOREIGN
LANGUAGE 4A

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 sections refers to the evidence produced by the candidate for 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. PRODUCE WRITTEN TEXTS TO FULFIL ROUTINE WORK REQUIREMENTS

PERFORMANCE CRITERIA

- (a) All essential information with supporting detail is presented clearly and accurately.
- (b) The conventions adopted for the communication are appropriate to the writer's purpose, used consistently and effectively and adapted as necessary for the intended readership.
- (c) Structure and format are appropriate to purpose and audience.
- (d) Any faults of register, syntax, spelling and grammar do not impede complete comprehension.
- (e) Use of material from appropriate sources is accurate.

RANGE STATEMENT

Complexity of language to be demonstrated: commonly used sentence structures, including the use of co-ordinators, in an appropriate register. Texts should vary in length.

Types of information to be conveyed:

- factual information of a personal nature;
- ideas, views, opinions;
- factual information of a vocational nature;
- arrangements and instructions;
- reports of meetings and events.

Formats to be produced:

- notes;
- reports of meetings and events;
- formal letters;
- fax cover sheets;
- informal letters.

Contexts: vocational.

EVIDENCE REQUIREMENTS

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

Evidence must be provided for all items listed under 'type of information to be conveyed', 'formats to be produced' and the context.

OUTCOME

2. DELIVER PREPARED PRESENTATIONS AND PARTICIPATE IN FOLLOW-UP DISCUSSION

PERFORMANCE CRITERIA

- (a) Purpose of presentation is outlined clearly.
- (b) Content is conveyed clearly and accurately.
- (c) Spoken conventions appropriate to the context are observed accurately.
- (d) Language is sufficiently clear and accurate to be understood by a sympathetic speaker of the target language and any inaccuracies, faults in intonation or hesitation do not impede comprehension of points being made.
- (e) Vocabulary and sentence structure allow some flexibility of expression.
- (f) Opinions are relevant to the topic and presented in a logical order, clearly and audibly.
- (g) Requests for clarification, repetition and further information to support points made in the presentation are responded to relevantly, clearly and as required.
- (h) Contributions, responses and reactions support the development of follow-up discussion.
- (i) Visual aids and other support materials are clear, accurate and appropriate to purpose.

RANGE STATEMENT

Complexity of language to be demonstrated and understood: commonly used sentence structures, including the use of co-ordinators, in an appropriate register.

Type of presentation:

- short progress report;
- simple narrative accounts of events and conversations;
- operational and training demonstrations.

Contexts:

- formal vocational situations;
- informal vocational situations.

Mode of communication: face-to-face in a group situation.

Support materials: visual aids such as cue cards, handouts, summary scripts, models, samples, OHPs.

EVIDENCE REQUIREMENTS

Two oral presentations which show that the candidate can fulfil all of the performance criteria.

Evidence must be provided that all items listed under 'type of presentation' have been covered along with both contexts.

Evidence of the use of some support materials as defined above is required.

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. A checklist for each candidate should be made available for external verification purposes along with evidence of candidate performance.

Evidence of oral work in the evidence requirements sections refers to 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.

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: 7341124

UNIT TITLE: 7341124 LANGUAGE - ENGLISH AS A FOREIGN LANGUAGE 4A

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 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module is designed to extend skills developed in module 4. It concentrates specifically on the development of skills in writing for vocational purposes and delivering presentations for vocational purposes.

Achievement of this module along with module 7340914-7341054 Language 4 as appropriate will give achievement of all of the Language Lead Body standards at level 3.

This module has been written 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 help you to develop skills in writing, for example, formal business letters, memos, reports. It will also develop your skills in delivering informal and formal oral presentations on business or specialised matters to a group of people.

You will produce a folio of written work and give at least two presentations.

CONTENT/CONTEXT Corresponding to Outcomes 1-2:

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.

The following lists are for illustrative purposes only and have been chosen as examples of typical needs of individual learners at this stage. 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 ever-increasing knowledge and use of grammatical structures.

The language purposes and language areas defined for modules 1, 2, 3 and 4 are assumed as the basis for learning in module 4A. They 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.

WITH REFERENCE TO OUTCOME 1: PRODUCE WRITTEN TEXTS TO FULFIL ROUTINE WORK REQUIREMENTS

Language Purposes

Preparing pieces on specific matters in order to, for example, inform/stimulate/persuade/convince;
presenting supporting evidence for opinions.

Language Areas

Those relevant to the candidate's vocational interests.

Text-types

Formats such as notes, reports, informal and formal letters, fax cover sheets.

Activities

Writing pieces of varying length.

WITH REFERENCE TO OUTCOME 2: DELIVER PREPARED PRESENTATIONS AND PARTICIPATE IN FOLLOW-UP DISCUSSION

Language Purposes

To present information in an extended manner and as effectively as possible in order to interest, inform, stimulate a large or small group.

Language Areas

Those relevant to the candidate's vocational interests.

Text-types

Talk or speech which develops ideas relating to a particular matter or issue of specialist vocational interest e.g. short progress report, narrative account of an event, operational/and training demonstration.

Activities

Presenting talks to a small or large group of colleagues and participating in follow-up discussion.

APPROACHES TO GENERATING EVIDENCE The aim of this module is to develop language skills for specific vocational purposes. Candidates should be given the opportunity to select materials to develop skills in relation to their own vocational requirements.

Corresponding to Outcome 1 and 2:

The range describes fully the requirements for Outcomes 1 and 2.

ASSESSMENT PROCEDURES Corresponding to Outcomes 1-2:

1. The candidate should produce responses which should generate evidence for all of the performance criteria.
2. The candidate should participate in aural/oral exercises which should allow evidence to be generated for all of the performance criteria.

PROGRESSION In conjunction with module 7340914-7341054 Language 4 as appropriate, progression in this module leads to module 7341214-7341344 Language 5 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. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.

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