

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-	7341224	-Session-1994-95
-Superclass-	FK	
-Title-	LANGUAGE: ENGLISH AS A FOREIGN LANGUAGE 5 (X 2)	

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Using the target language to establish social relations, transact the business of everyday living and to interpret spoken and written material for information, pleasure and vocational needs.

OUTCOMES

1. converse at length and in depth on matters of general and specialised interest with speakers of the target language;
2. act as an intermediary in a conversation between a speaker of the target language and a speaker of his/her own language;
3. listen to live and recorded presentations;
4. read for study and vocational purposes;
5. write in the target language in response to written and/or spoken stimuli.

CREDIT VALUE: 2 NC Credits

ACCESS STATEMENT: Access is at the discretion of the centre. However, it would be beneficial if the candidate had competence in the target language at National Certificate level 4. This may be evidenced by possession of National Certificate 7340914-7341054 Language 4 as appropriate or Higher Grade C or similar qualifications or experience.

For achievement of the Language Lead Body standards at level 3, this module should be taken in conjunction with module 7341114-7341204, 7341364-7341404 Language 4A as appropriate.

Please note that before undertaking this module, the question of informal interpretation as required in the module should be examined. Centres should be sure that they are able to provide an assessor for a speaker of a language other than English.

The English as a Foreign Language modules may be more suitable for candidates living outwith the United Kingdom. For candidates within the United Kingdom it would be advisable to look at the English for Speakers of Other Languages modules.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS**

UNIT NUMBER: 7341224

UNIT TITLE: LANGUAGE - ENGLISH AS A FOREIGN LANGUAGE 5

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 the tutor/trainer. The tutor/trainer should retain copies of tasks set for internal and external verification purposes. Tape recording is at the discretion of the tutor/trainer and is not mandatory.

For achievement of the Language Lead Body standards at level 3, this module should be taken in conjunction with module 7341114-7341204, 7341364-7341404 Language 4A as appropriate.

OUTCOME

1. CONVERSE AT LENGTH AND IN DEPTH ON MATTERS OF GENERAL AND SPECIALISED 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 and any inaccuracies, faults in intonation or hesitation do not impede comprehension of points being made.
- (d) Vocabulary and sentence structure allow some flexibility of expression.
- (e) Contributions, responses and reactions to other participants support the development of the conversation.
- (f) 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: sentence structures varying in complexity, including the use of co-ordinators, delivered at normal speed in an appropriate register. Conversations should vary in length.

Topics of conversation:

- matters of current public interest;
- matters of vocational interest.

Type of information to be exchanged:

- factual information;
- preferences and justifications;
- opinions, hypotheses, predictions.

Contexts:

- social;
- vocational.

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 must be provided that each of the 'topics of conversation' has been covered. Each item listed under 'type of information to be exchanged' must also be covered along with both contexts.

The number of actual conversations will be at the discretion of the tutor/trainer but two may suffice.

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 be simulated.

OUTCOME

2. ACT AS AN INTERMEDIARY IN A CONVERSATION BETWEEN A SPEAKER OF THE TARGET LANGUAGE AND A SPEAKER OF HIS/HER OWN LANGUAGE

PERFORMANCE CRITERIA

- (a) Spoken conventions appropriate to the context are observed accurately.
- (b) The overall meaning of what the speaker of the target language says is conveyed accurately to the non-speaker of the target language.
- (c) The response of the non-speaker of the target language is conveyed accurately to the speaker of the target language.
- (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) 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: sentence structures varying in complexity, including the use of co-ordinators, delivered at normal speed. Statements may vary in length and may contain elements of an unpredictable nature.

Topics of conversation:

- matters of current public interest or matters of specialised interest.

Type of information to be conveyed:

- factual information;
- opinion, hypotheses, evaluation and prediction as appropriate.

Contexts:

- informal or formal situations.

Mode of communication: face-to-face or telephone.

EVIDENCE REQUIREMENTS

Evidence of oral work in the target language which indicates that the candidate can fulfil all of the performance criteria for either 'topic of conversation'.

One interpreting exercise only is needed which should contain no less than ten exchanges.

The length of the exchange will be determined by the nature of the task.

OUTCOME**3. LISTEN TO LIVE AND RECORDED PRESENTATIONS****PERFORMANCE CRITERIA**

- (a) Understanding of the overall theme is evident.
- (b) Identification of key points is accurate.
- (c) Inferences and conclusions are drawn logically and justified with reference to the source.

RANGE STATEMENT

Complexity of language to be understood: a wide range of sentence structures including some which contain some complex and unfamiliar language usage. Texts could sometimes be of a substantial length.

Type of speech to be listened to:

- live presentation;
- recorded presentation;
- telephone speech, including recorded messages.

(either the live presentation or the recorded presentation may be in the form of an interview between two speakers of the target language).

Contexts:

- general;
- 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 categories listed under 'type of speech to be listened to' has been covered. Each context 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

4. READ FOR STUDY AND VOCATIONAL PURPOSES

PERFORMANCE CRITERIA

- (a) Understanding of the overall theme is evident.
- (b) Identification of key points is accurate.
- (c) Inferences and conclusions are drawn logically and justified with reference to the source.

RANGE STATEMENT

Complexity of language to be understood: a wide range of sentence structures including some which contain some complex and unfamiliar language usage. Texts could sometimes be of a substantial length.

Type of material to be read:

- works of fiction and/or non-fiction;
- literary comment of a formal kind;
- journalistic writing;
- authentic vocational texts of some length and complexity.

Contexts:

- academic;
- 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 along with both contexts.

OUTCOME

5. WRITE IN THE TARGET LANGUAGE IN RESPONSE TO WRITTEN AND/OR SPOKEN STIMULI

PERFORMANCE CRITERIA

- (a) All essential information with supporting detail is presented clearly and accurately.
- (b) Structure and format are appropriate to purpose and audience.
- (c) Any faults of register, syntax, spelling and grammar do not impede complete comprehension.
- (d) Vocabulary and sentence structure are sufficiently flexible to allow expression of opinion to be conveyed clearly.

RANGE STATEMENT

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

Type of activity:

- textual commentary or historical account or vocationally related report.

Contexts: personal, social or vocational.

EVIDENCE REQUIREMENTS

Two pieces of written evidence in the target language which may relate to materials listened to or read in pursuance of Outcomes 3 or 4. The language used by the candidate should be flexible and should take account of the style and form of the stimulus item(s).

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.

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** 7341224**UNIT TITLE** LANGUAGE - ENGLISH AS A FOREIGN LANGUAGE 5

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 an 80 hour module. It is the fifth of a graded series 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. Together with module 7341114-7341204, 7341404 Language 4A as appropriate, this module gives achievement of the Language Lead Body standards at level 3.

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 communicate with some ease, operate in familiar and unfamiliar circumstances and deal with key work tasks and non-routine work tasks.

To achieve the module you will undertake a range of oral/aural exercises and reading and writing tasks which will test your language skills.

CONTENT/CONTEXT 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 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 (and in some cases module 4A) are assumed as the basis for learning in this module. 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.

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 in a letter, the contents of a telex message, or a live talk.

WITH REFERENCE TO OUTCOME 1: CONVERSE AT LENGTH AND IN DEPTH ON MATTERS OF GENERAL AND SPECIALISED INTEREST WITH SPEAKERS OF THE TARGET LANGUAGE

Language Purposes

As in modules 1, 2, 3 and 4.

Language Areas

As in modules 1, 2, 3 and 4;
the civilisation and culture of the country or countries in which the target language is spoken;
vocational requirements.

Text-types

Extended conversation on any of the language areas specified in any of the Outcomes.

Activities

Open-ended dialogues with a partner, within a small group of fellow candidates, or with the tutor/trainer or language assistant.

WITH REFERENCE TO OUTCOME 2: ACT AS AN INTERMEDIARY IN A CONVERSATION BETWEEN A SPEAKER OF THE TARGET LANGUAGE AND A SPEAKER OF HIS/HER OWN LANGUAGE

Language Purposes

Relaying messages; questions and answers; negotiating; sorting out any mismatches of information.

Language Areas

Everyday talk;
relevant vocational issues;
common transactions;
matters of public interest.

Text-types

Talk, either face-to-face or over the telephone, originating from the speaker of the target language.

Activities

Relaying the intentions of a speaker of the target language to a third party who does not speak or read the target language; conveying the comments/reactions/requirements of the third party to the speaker of the target language.

WITH REFERENCE TO OUTCOME 3: LISTEN TO LIVE AND RECORDED PRESENTATIONS

Language Purposes

As in modules 3 and 4.

Language Areas

As in modules 3 and 4 including the language, culture and civilisation of the country or countries in which the target language is spoken and vocational requirements.

Text-types

Presentations, interviews or discussions (recorded or live). Telephone speech in the form of extended live or recorded messages or instructions. Topics as per the language areas above.

Activities

Comparing and contrasting differing opinions and/or different pieces of information. Noting information contained in telephone messages and/or instructions. Making notes of main points of presentational discussion.

WITH REFERENCE TO OUTCOME 4: READ FOR STUDY AND VOCATIONAL PURPOSESLanguage Purposes

As in modules 3 and 4.

Reading to acquire detailed information or information of a structured kind.

Language Areas

As in modules 3 and 4 including the culture and civilisation and the literature of the country or countries in which the target language is spoken and vocational requirements.

Text-types

Extracts from fictional works which could include complete short stories or short novels. Works of non-fiction, for example, biographic material or materials relating to culture and civilisation. Literary comment including reviews. Vocational materials.

Activities

Written comment in the form of, for example, critical reading, summary, textual commentary, a piece of writing comparing and contrasting ideas and/or opinions. This may include a considerable element of independent study.

WITH REFERENCE TO OUTCOME 5: WRITE IN THE TARGET LANGUAGE IN RESPONSE TO WRITTEN AND/OR SPOKEN STIMULILanguage Purposes

Writing structured text.

Language Areas

Those relating to Outcomes 3 and 4.

Text-types

Commentaries, summaries, reports, literary comment.

Activities

Textual commentary, historical account, report.

For achievement of all of the Language Lead Body standards in writing at level 3, a range of vocational writing tasks must be achieved in module 7341114-7341204, 7341364-7341404 Language 4A as appropriate.

APPROACHES TO GENERATING EVIDENCE Work in this module will continue to extend and deepen the candidate's exposure to the target language, and to do so while encouraging skills of independent study.

Candidates should be encouraged to select materials of their own choice, covering a range of topics and text-types. Work should be negotiated in the target language between the tutor/trainer and the candidate.

Organising the programme of work

About one third of the themes or topics should relate directly to the culture/civilisation of the country or countries in which the target language is spoken. While it is important to maintain a general progression in language skills and the development of the language resource a balance should be maintained between vocational and other study interests.

Outcome 1

The candidate should become involved in extended and complex conversations on a wider range of topics. Many of the texts used for Outcomes 3 and 4 will inevitably stimulate and promote discussion and candidates should be encouraged to express their views, not just to the tutor/trainer/language assistant but within groups or with a partner.

Outcome 2

The candidate, acting as an interpreter, should be involved in a wide range of contexts where the skills can be developed.

Outcome 3

Candidates will listen to extended texts where frequently more than one person will give ideas or opinions. Candidates will be expected to generate evidence to show that they have understood the speaker's points of view and, where applicable, may be asked to compare and contrast. Where this evidence is written in the target language this may count as evidence towards Outcome 5.

Outcome 4

Written work by the candidate should demonstrate understanding of the content of the text plus an appreciation, where applicable, of the themes, content and style. Writing activities should be structured so as to support the candidate in drawing conclusions about these aspects of the texts. Where this evidence is written in the target language this may count as evidence towards Outcome 5.

Outcome 5

Candidates will write in the target language in a structured way so that they can demonstrate their perceptions of the main points of argument and the main points of style where applicable. Language used should support the expression of points made.

ASSESSMENT PROCEDURES Corresponding to Outcomes 1-5:

1. The candidate should participate in aural/oral exercises which should allow evidence to be generated for all the performance criteria.
2. The candidate should participate in aural/oral exercises which should allow evidence to be generated for all the performance criteria.
3. The candidate should produce written restricted responses which should generate evidence for all the performance criteria.
4. The candidate should produce written restricted responses which should generate evidence for all the performance criteria.
5. The candidate should produce extended responses in the target language which should generate evidence for all the performance criteria.

PROGRESSION Progression from this module leads to the study of languages at advanced level in further education and higher education.

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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