



National Unit Specification: general information

UNIT Personal Communication (Intermediate 2)

NUMBER

| | |
|---------|------------------------|
| F3F3 11 | Cantonese |
| D340 11 | French |
| D466 11 | German |
| D472 11 | Italian |
| F3CW 11 | Mandarin (Simplified) |
| F3CR 11 | Mandarin (Traditional) |
| D478 11 | Russian |
| D484 11 | Spanish |

COURSE Modern Languages (Intermediate 2)

This is a component Unit of Intermediate 2 Modern Languages.

SUMMARY

This Unit aims to develop competence in the four skills of Speaking, Writing, Reading and Listening. The broad context of the Unit is personal communication of the sort required to establish and maintain contact with speakers of the target language. The assessment focus for the Unit will be on the skill of Writing in the target language. The skills of Reading, Listening and Speaking will not be assessed discretely, but will be integral to development of the skill of Writing on which the assessment will be focussed.

OUTCOME

In response to stimulus material written in the target language, convey personal information and points of view in the form of a letter written in the target language.

Administrative Information

Superclass: FK

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National Unit Specification: general information (cont)

UNIT Personal Communication (Intermediate 2)

RECOMMENDED ENTRY

While entry to the Unit is at the discretion of the centre, candidates would normally be expected to have attained:

- Intermediate 1 in the appropriate language or at least two of its component Units
- Standard Grade in the appropriate language at grade 3 or 4
- or equivalent qualification

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**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.*

CORE SKILLS

There is no automatic certification of core skills or core skills components in this Unit.

National Unit Specification: statement of standards

UNIT Personal Communication (Intermediate 2)

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

Content relates to topics drawn from the themes of Lifestyles and Education and Work as outlined in Appendix 1.

NOTE ON COVERAGE OF THEMES AND TOPICS

Evidence that the candidate has reached the required level to pass a Unit will be generated by the completion of tasks and activities related to the specified outcomes. For each level, a number of prescribed themes and topics have been elaborated and it is by using language within the context of these themes and topics that candidates will display their level of performance. An assessment instrument used by a centre to show that the candidate has reached the level of the Unit may be devised by the centre according to set criteria or may be drawn from the National Assessment Bank. Such an instrument may cover only one of the prescribed themes. If a candidate gains a pass no other proof of attainment of the outcome with respect to other themes is necessary. However, the centre should retain evidence (eg teaching notes, texts, plans, records of work, candidate notes), which can indicate that, by the end of the Unit, all prescribed themes have been covered by the candidate.

The justification for such an approach to gathering evidence of candidate performance lies in the nature of language development. The prescribed themes and topics provide the language contexts within which learners develop and then display their level of competence in the various skills of language use. It is not the context itself which defines a candidate's level of competence. The same topic can provide the context for levels of overall competence ranging from the near beginner to the native speaker. It is the level of performance in component competences - grammatical, socio-linguistic, cultural, strategic, discourse-related - which distinguish: a candidate operating at a certain level within one context (ie prescribed theme or topic) will be able to operate at the same level within another context. He or she may have to look up more words in a dictionary, or ask the interlocutor for help (both strategic competence-related activities) but the level of language used will be the same. Thus it is not necessary to require candidates to prove that they have reached the level of competence of the Unit in each of the prescribed themes. Once they have reached it in one, they have proved their ability. All that remains is to extend their coverage. Of course, many candidates will have to work through all the prescribed themes as they improve towards the level of the Unit and so early attempts at achieving the outcomes may not be successful.

The grade descriptions are context-free but at this level the context is still important because the notion of recycling and transferring of language competence may not have been sufficiently developed.

The performance criteria for a pass for each skill should be interpreted, where appropriate, as being the same as the Grade C description in the course specification.

National Unit Specification: statement of standards (cont)

UNIT Personal Communication (Intermediate 2)

OUTCOME

In response to stimulus material written in the target language, convey personal information and points of view in the form of a letter written in the target language.

Performance criteria

- (a) Conveys straightforward factual information in writing.
- (b) Responds to written requests for information in such a way as to show evidence that the details read have been understood.
- (c) Uses language which is sufficiently clear and accurate, as appropriate to this level, to be understood by a sympathetic speaker of the language, despite some inaccuracies and possible mother tongue interference.

Evidence requirements

One letter of 120-150 words in the target language in response to a text relating to the themes of Lifestyles and/or Education and Work.

The writing will be supported and produced under controlled conditions, as defined in Appendix B. The first draft and any necessary redraft will each normally be produced within one teaching block/period. Use of a dictionary is permitted.

Both original draft, including teacher/lecturer comments, and final version must be retained.

National Unit Specification: support notes

UNIT Personal Communication (Intermediate 2)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this option is to extend the ability of the candidate to correspond in the target language in order to establish and maintain social contacts with a speaker of the target language of similar age and interests. While the work of this option will involve the candidate in both oral and written communication, Unit assessment will focus on the ability to write in the target language in response to stimulus texts also in the target language. The texts will involve the exchange of information, views, feelings and wishes concerning matters of common interest, particularly relating to the themes of:

- Lifestyles
- Education and Work

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Writing

The candidate will be required to write in the form of a letter in the target language a personal response to the topic addressed in a reading stimulus. For the purpose of Unit assessment one letter (of approximately 120-150 words) will suffice.

In producing the piece of writing, the use of Information Technology is to be encouraged where possible.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).