



National Unit specification: general information

Unit title: Urdu for Work Purposes (SCQF level 7)

Unit code: F3CE 13

Superclass: FK

Publication date: June 2011

Source: Scottish Qualifications Authority

Version: 01

Summary

This Unit is a free-standing Unit and has been designed to be delivered in any vocational context relevant to candidates. The Unit is non-language specific and is suitable both for candidates who have a vocational interest in a specific language and for candidates who wish to further develop their knowledge of a specific language in a vocational context.

Candidates studying this Unit will develop the skills in Writing and Speaking needed to communicate in **any** vocational context using the language studied. These skills will be relevant if candidates wish to communicate in a vocational context, with **a speaker of the language in this country or in the country/countries in which the language is predominantly spoken.**

Candidates will undertake an investigation in a broad vocational context which could relate to an area of career interest/study/future plans. This languages-based investigation will encourage candidates to develop their skills and abilities as independent learners.

Candidates who complete this Unit will have acquired skills which will be useful for future studies in Higher/Further Education and/or for a career in which the language may be used.

Outcomes

- 1 Produce an extended piece of writing in the specific language based on an investigation carried out within a vocational context.
- 2 Make a presentation on the investigation, with a follow-up discussion, in the specific language.

National Unit specification: general information (cont)

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Recommended entry

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ A Higher and/or Advanced Higher NC Course or Unit in the relevant language or in any other language.

Credit points and level

1 National Unit 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.*

Core Skills

There is no automatic certification of Core Skills or Core Skill component in this Unit. However the Unit provides opportunities for candidates to develop aspects of the Core Skill of *Communication* through both writing and speaking activities.

National Unit specification: statement of standards

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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 SQA.

Outcome 1

Produce an extended piece of writing in the specific language based on an investigation carried out within a vocational context.

Performance Criteria

- (a) Provide research findings and conclusions.
- (b) Demonstrate an analytical and critical approach when completing the task.
- (c) Use writing conventions appropriate to the chosen task.
- (d) Use appropriate structures and vocabulary.
- (e) Communicate with an appropriate degree of grammatical accuracy.

Outcome 2

Make a presentation on the investigation, with a follow-up discussion, in the specific language.

Performance Criteria

- (a) Make a presentation which has appropriate structure and content.
- (b) Provide appropriate information on the research findings, conclusions and process.
- (c) Use appropriate formal conventions and forms of address.
- (d) Use appropriate structures and vocabulary.
- (e) Communicate with an appropriate degree of grammatical accuracy.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Written and/or spoken evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria. Outcomes will be assessed on an integrative basis.

For Outcome 1, candidates will be expected to produce one piece of written evidence in the specific language through a process of drafting and redrafting. Evidence will be generated by candidates to demonstrate their ability to communicate in writing information as appropriate to the requirements of the Outcome. The piece of writing should be between 400-500 words in length, and should relate to a chosen area of investigation in one or more of the following broad contexts:

- ◆ Employability
- ◆ Enterprise
- ◆ Citizenship
- ◆ Sustainable development
- ◆ Economic development.

The production for Outcome 1 will not be under controlled conditions. Original drafts, including teacher/lecturer comments, and final version must be retained.

For Outcome 2, candidates will be expected to produce one piece of spoken evidence in the language they have studied. This spoken evidence will be generated on one assessment occasion and will be supported by, and recorded on, an assessor checklist. Candidates will make a presentation, lasting approximately four minutes, on their investigation, and will respond to questions related to the presentation, lasting approximately one minute. These questions should focus on the candidate's evaluation of the project and his/her reflections on the development and progress of the project. Candidates must show evidence of the ability to make an extended presentation and take part in a brief discussion, sustaining their performance throughout the task with the degree of accuracy required at this level. The assessment will be supportive and candidates will be permitted to request clarification/repetition in the specific language. The evidence will be produced under controlled conditions.

The evidence for both Outcomes may be produced at appropriate points throughout the Unit. During the assessment of Speaking, candidates may have access to their own notes consisting of a maximum of five headings, each with up to eight words in the specific language. Candidates should be encouraged to consider the use of Information Technology for their presentation.

The standard to be applied and the breadth of coverage are illustrated in the Assessment Support Pack (ASP) available for this Unit. Exemplification of good assessment practice and assessor checklists can also be found in the ASP for this Unit. When a centre designs its own assessments they should be of a comparable standard.

National Unit specification: support notes

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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

The Unit is free-standing and is not written in the context of a specific language.

This Unit is suitable for those candidates who wish to develop their knowledge of a specific language in a vocational context. In addition, it offers progression for candidates who, on completion of a language Course or Unit **in another language**, wish to continue to develop their language skills in a predominantly **vocational** context.

On completion of the Unit, centres may wish to present candidates in another language, at the same level. This will enable candidates to build on existing knowledge and achievement and offer them the opportunity to enhance their skills and aptitude for employability without undertaking another Course in its entirety.

As stated in the Summary, this Unit has been designed to be delivered in any vocational context relevant to candidates, in the specific language. As such it has wide-ranging built-in flexibility which will allow candidates to develop the skills of Writing and Speaking in any vocational context relevant to their particular situations, interests and needs. Specific scenarios can be developed throughout the delivery of the Unit in order to meet the needs of a particular individual or group.

While the Unit offers flexibility and an element of choice, the investigation should relate to one or more of the broad contexts detailed in the Evidence Requirements of this Unit specification.

This Unit would be suitable for delivery not only as a free-standing Unit, but also for the following candidate groups:

- ◆ Candidates currently undertaking the Languages Baccalaureate
- ◆ Candidates undertaking the Languages Baccalaureate Interdisciplinary Project on its own
- ◆ Candidates undertaking an AH Modern Languages Course in the same or a different language
- ◆ Candidates undertaking other vocational Units, such as in the areas of Hospitality or Travel and Tourism, as part of a cross-curricular package.

National Unit specification: support notes (cont)

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Delivery of the Unit could focus on the topics and language content within the broad contexts which are of particular relevance to the needs of specific candidate groups at this level. The approach adopted should reflect the principles of the communicative approach to language learning and teaching.

Examples of possible topics for the investigations are to be found in the Assessment Support Pack (ASP) available for this Unit.

Guidance on learning and teaching approaches for this Unit

Learning and teaching should embrace a variety of communicative activities which relate to the stated aims and allow for successful completion of the tasks.

Although the skills of Reading and Listening are not assessed, candidates should be encouraged in the course of the Unit to undertake reading and listening activities which are appropriate to this level and which are relevant to their individual requirements.

Throughout the Unit candidates should be working with non-directive supervision. This means that candidates will take responsibility for their own progress throughout the Unit. This applies particularly in relation to Outcome 1. However, teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate. This approach should give candidates ownership of and responsibility for their project.

In order to assist with the successful completion of the Outcomes, candidates could be encouraged to:

- ◆ seek and decide how to use personal guidance from teachers/lecturers, peers or experts from the community and/or business
- ◆ adopt an investigative approach through self evaluation, interviewing, shadowing, questioning and information gathering
- ◆ become reflective learners through the review of personal development and knowledge of self and through the use of feedback from teachers/lecturers and others to help them set goals and make plans for the future
- ◆ use and develop their language skills in a variety of contexts

Delivery of this Unit might be enhanced by linking learning and teaching with the Common European Framework of Reference (CEFR Portfolio) which can be sourced on the Internet.

Opportunities for developing Core Skills

In this Unit candidates will be involved in both writing and speaking activities. These activities are ideal opportunities for candidates to develop aspects of the Core Skill of *Communication*.

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

The key principle in the assessment of this Unit is that the necessary information is conveyed as appropriate, either in writing or in speaking, with the degree of accuracy commensurate with this level.

For Outcome 1, the evidence will take the form of a stand-alone written report based on the findings of the candidate's investigation. For Outcome 2, the candidate will orally present information on the investigation. Discussion with the candidate, following on from the presentation, should focus on his/her personal evaluation of the project and on his/her reflections on the research process as a whole.

Information Technology can be used as appropriate for either Outcome, for example with the electronic presentation of Outcome 2.

The two Outcomes in this Unit are interrelated and provide opportunity for integration. It is important to note that Outcome 2 must develop from the evidence gathered for the completion of Outcome 1. Candidates who satisfy both Outcomes and the Performance Criteria under the conditions stated in the Evidence Requirements will achieve the Unit award.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

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

History of changes to Unit

Version	Description of change	Date

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