



## National Unit specification

### General information

**Unit title:** English for Speakers of Other Languages: Speaking and Listening (SCQF level 5)

**Unit code:** FD5N 11

**Superclass:** FK

**Publication date:** April 2013

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This is a free-standing Unit and has been designed for candidates whose first language is not English but who need to develop their ability to use English in broad personal and social contexts. While studying this Unit candidates will develop their level of competence in the skills of speaking, and listening in English for personal and social purposes.

Candidates who complete this Unit will be able to understand, and communicate with reasonable fluency in, English. The skills developed will enable them to interact in the English language medium in a variety of personal and social contexts.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Communicate orally in English for personal and social purposes.
- 2 Demonstrate an understanding of spoken English in personal and social contexts.

### Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

## **National Unit specification: General information (cont)**

**Unit title:** English for Speakers of Other Languages: Speaking and Listening (SCQF level 5)

### **Recommended entry to the Unit**

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

- ◆ Intermediate 1 English for Speakers of Other Languages Unit(s)

### **Core Skills**

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The National Assessment Bank (NAB) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard. A list of existing NABs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

**Unit title:** English for Speakers of Other Languages: Speaking and Listening (SCQF level 5)

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**

Communicate orally in English for personal and social purposes.

#### **Performance Criteria**

- (a) The range of vocabulary used is appropriate to purpose and audience.
- (b) Pronunciation is sufficiently accurate to convey meaning.
- (c) Communication is mainly fluent and coherent.
- (d) Interaction is maintained as appropriate to purpose.

### **Outcome 2**

Demonstrate an understanding of spoken English in personal and social contexts.

#### **Performance Criteria**

- (a) Overall content and main points are identified.
- (b) Aspects of detail are identified.
- (c) Clearly expressed opinions and attitudes are accurately identified.

### **Evidence Requirements for this Unit**

Performance and written/recorded oral evidence is required to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria for this Unit.

#### **Outcome 1**

For Outcome 1, a practical language assignment should be set for candidates. Evidence will be produced in response to a clear candidate brief and must include:

- ◆ two different, short, spoken interactions in a personal and social context

The speaking tasks will be paired interactions and these will last 5–6 minutes in total. Candidates will have a clear brief which will provide them with the opportunity to achieve the Performance Criteria across the two tasks. The interactions will be observed by the assessor and a completed assessor checklist must be retained as evidence. An audio or video tape recording may also be retained as evidence.

## **National Unit specification: Statement of standards (cont)**

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### **Outcome 2**

For Outcome 2, candidates will demonstrate their understanding of spoken English in personal and social contexts by attempting a test. The test will be conducted under controlled, supervised conditions and have a time limit of 15 minutes. It is likely that the test will be conducted towards the end of the Unit.

Candidates will demonstrate their understanding of spoken English by listening to one text on a personal/social theme. The text will be of 3–4 minutes duration and can be heard twice. Candidates will then attempt a series of short-answer questions related to the text. This part of the test will be conducted under closed-book conditions and have a time limit of 15 minutes.

The National Assessment Bank (NAB) items for this Unit exemplify the national standard. The NAB includes an assignment, a test and assessor checklists and records. Centres who wish to design their own assessments should refer to the NAB to ensure a comparable standard.



## **National Unit Support Notes**

**Unit title:** English for Speakers of Other Languages: Speaking and Listening (SCQF level 5)

Unit Support Notes are offered as guidance and 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 purpose of this Unit is to help candidates develop their level of competence in the skills of speaking and listening in English for personal and social purposes. Candidates studying this Unit will already have a basic command of English and will develop their ability to understand and communicate with reasonable fluency in English in personal and social contexts. In order to provide a focus for the development of these skills, the following are suggested topics:

- ◆ personal identity
- ◆ social environment
- ◆ physical environment

Further information areas which may be studied under each topic can be found in the Guidance on Learning and Teaching Approaches for this Unit.

This Unit can be delivered as an integral part of a school curriculum, in further education colleges, community-based provision or in a language support context.

Candidates will be assessed on their speaking and listening skills in personal and social contexts.

Further guidance on language skills, activities, text types, grammar and vocabulary can be found in the Appendix to this Unit.

### **Guidance on approaches to delivery of this Unit**

The approach to learning and teaching should be candidate-centred and focus on developing candidates' understanding of spoken English in personal and social contexts. Candidates should be encouraged to take personal responsibility for developing their awareness of the language and their ability to use it in these contexts.

The learning and teaching materials used in the classroom or language support context should reflect the personal and social contexts in which candidates are operating. Candidates should be given maximum opportunity to practise and demonstrate speaking and listening skills in this variety of contexts.

## **National Unit Support Notes (cont)**

**Unit title:** English for Speakers of Other Languages: Speaking and Listening (SCQF level 5)

Listed below, under each topic, are suggested examples of what candidates could be expected to do in that topic area; other examples can be identified by the teacher/lecturer. In this Unit, there should be a particular emphasis on consolidating knowledge of the basic structures of the language, extending the variety of the known structures, expanding vocabulary, increasing fluency and building confidence when using the language.

### **Personal identity**

- ◆ Give personal information
- ◆ Describe relevant current personal circumstances
- ◆ Talk about cultural and family background
- ◆ Extract information relating to personal circumstances from oral texts

### **Social environment**

- ◆ Express opinions on and discuss topical issues
- ◆ Contribute to the planning and organisation of events in personal and social contexts

### **Physical Environment**

- ◆ Express opinions on and discuss environmental issues
- ◆ Compare and contrast different places of interest and living environments
- ◆ Contribute to the planning and organisation of visits to places of interest

In relation to each of the speaking and listening skills which candidates need to develop, the following guidance on appropriate learning and teaching approaches is given:

### **Speaking**

Opportunities for practice of language should be maximised through paired and group work in the classroom, and candidates should be encouraged to have conversations on personal and social topics and take part in discussions. They should also be encouraged to widen their use of spoken English outside the classroom in appropriate situations. Listening to spoken English, with an increasing focus on accuracy and features of the language, will contribute to the development of appropriate skills at this level. Where possible, candidates could become accustomed to being recorded for the purposes of assessment and to discussing ways of improving their oral skills.

Appropriate activities to help candidates develop their English speaking skills in personal and social contexts would be:

- ◆ one-to-one conversations in personal and social contexts
- ◆ role-play of conversations which might take place in a variety of personal and social contexts
- ◆ paired or group discussions about personal and social issues
- ◆ role-play of personal and social telephone calls

## National Unit Support Notes (cont)

**Unit title:** English for Speakers of Other Languages: Speaking and Listening (SCQF level 5)

### Listening

Candidates should be exposed to a range of different voices and accents, both live and recorded, encouraged to listen for overall meaning, key points and detail, and to recognise clearly expressed opinions and attitudes. They should be given the opportunity to listen to different types of personal and social discourse and apply the information to answer different types of short-answer questions. They need to become aware of the different facets of spoken English and focus on developing the accuracy of their listening skills and their ability to understand spoken English.

Appropriate activities to help candidates develop their English listening skills in a personal and social context would be listening to:

- ◆ one-to-one conversations
- ◆ paired or group discussions on personal and social themes
- ◆ television and radio programmes
- ◆ talks which relate to personal and social issues

In Unit assessment candidates will be expected to demonstrate their understanding of listening by attempting a series of short answer questions. Learning and Teaching should include time for candidates to practise answering these types of questions. Appropriate question types for candidates to practise are listed below under 'Guidance on Approaches to Assessment for this Unit' in relation to Outcome 2.

### Guidance on approaches to assessment of this Unit

Details of the appropriate conditions for assessment of competence in this Unit are outlined in the 'Evidence Requirements for the Unit' in the Statement of Standards. Centres must make sure that all Unit assessment is carried out under the stated conditions.

If re-assessment is required it should be carried out under these same conditions.

Candidates should be given a clear understanding of the timing, conditions and nature of Unit assessment. Time should be made available for them to familiarise themselves with this and to clarify aspects with the teacher/lecturer.

In relation to each Outcome, the following guidance is given:

#### **Outcome 1 Communicate orally in English for personal and social purposes**

Candidates' conversations should be as natural as possible and reflect personal and social situations that they may encounter in school or college or in the wider world. Time for preparation for the speaking assessment should be given and candidates should be encouraged to ask for clarification of the task, if necessary, before they are assessed. They should be given a clear brief which will allow them to satisfy all Performance Criteria across the speaking tasks.

## National Unit Support Notes (cont)

**Unit title:** English for Speakers of Other Languages: Speaking and Listening (SCQF level 5)

The speaking tasks will be paired candidate interactions and last 5–6 minutes in total.

Where possible, candidates could be given the opportunity to practise being recorded in preparation for Course assessment. Assessor checklists must be retained to provide evidence that candidates have satisfied all Performance Criteria.

### **Outcome 2 Demonstrate an understanding of spoken English in personal and social contexts**

During the listening element of the test, candidates will hear one text, of 3–4 minutes' duration, on a personal/social theme. The text will be heard twice. Candidates will be expected to demonstrate an understanding of the text by answering short-answer questions. Appropriate types of short answer questions would be:

- ◆ completion of diagrams, tables and charts
- ◆ note taking
- ◆ multiple choice
- ◆ sentence completion
- ◆ classification
- ◆ open/closed
- ◆ summarising

Material and tasks used to prepare candidates for assessment should reflect those that candidates are likely to encounter in a personal and social context. Care should be taken not to select material that is culturally loaded.

Further information about Unit assessment can be found in the Evidence Requirements for this Unit in the Statement of Standards.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

### **Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).



## History of changes to Unit

Version	Description of change	Date

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## General information for learners

**Unit title:** English for Speakers of Other Languages: Speaking and Listening (SCQF level 5)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit will develop your ability to use English in broad personal and social contexts. The Unit will develop your level of competence in the skills of speaking and listening.

The following topics may be covered:

- ◆ Personal identity
- ◆ Social environment
- ◆ Physical environment

To pass this Unit you will be assessed in a speaking task and a listening test.

## National Unit Support Notes (cont)

**Unit title:** English for Speakers of Other Languages: Speaking and Listening (SCQF level 5)

### Appendix — Speaking and Listening (SCQF level 5)

This Appendix contains guidance on language skills, activities, text types, grammar and vocabulary. This guidance represents what it would be appropriate for candidates to cover or further develop at this level.

Speaking Skills	Listening Skills
<ul style="list-style-type: none"> <li>◆ Expressing opinions</li> <li>◆ Summarising</li> <li>◆ Drawing conclusions</li> <li>◆ Making offers</li> <li>◆ Describing cause and effect</li> <li>◆ Stating purpose</li> <li>◆ Stating contrast</li> <li>◆ Adding information</li> <li>◆ Clarifying</li> <li>◆ Guessing</li> <li>◆ Presenting in English</li> <li>◆ Arguments and counter-arguments</li> <li>◆ Ordering arguments</li> <li>◆ Giving examples</li> <li>◆ Changing the subject</li> <li>◆ Interrupting</li> <li>◆ Re-stating</li> <li>◆ Telephoning</li> <li>◆ Developing use of features of spoken English, including clarity of individual sounds for clear communication</li> <li>◆ Class, group and pair practice of language</li> <li>◆ Interactions with others in educational establishments</li> <li>◆ Making short presentations to small groups</li> <li>◆ Participating in one-to-one and group discussions</li> <li>◆ Recording and analysing interactions</li> <li>◆ Information gap exercises</li> <li>◆ Role playing</li> <li>◆ Games and quizzes</li> <li>◆ Listening for pronunciation practice</li> </ul>	<ul style="list-style-type: none"> <li>◆ Identifying purpose of a text</li> <li>◆ Listening for specific information</li> <li>◆ Summarising short extracts</li> <li>◆ Understanding tone and register</li> <li>◆ Understanding attitude</li> <li>◆ Transferring information to charts/tables/notes</li> <li>◆ Inferring</li> <li>◆ Listening to and understanding a variety of accents</li> <li>◆ Listening comprehension in a variety of formats</li> <li>◆ Exercises in distinguishing facts from opinions</li> <li>◆ Identifying the purpose of spoken information</li> <li>◆ Matching spoken information to written texts</li> <li>◆ Extracting information to complete tables, diagrams, graphs and grids</li> <li>◆ Extracting information and comparing with another candidate, in a group and with answer key</li> </ul>

## National Unit Support Notes (cont)

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### Appendix — Speaking and Listening (SCQF level 5)

These suggestions build on structures and vocabulary at lower levels

Text Types	Grammar and Vocabulary
<ul style="list-style-type: none"> <li>◆ Spoken information, instructions and descriptions from the teacher and others</li> <li>◆ Recordings of conversations, interviews, presentations, discussions</li> <li>◆ Educational audio and video material (used in other subjects)</li> <li>◆ Short extracts from TV and radio</li> <li>◆ Computer Assisted Language Learning (CALL) materials</li> <li>◆ The internet</li> </ul>	<ul style="list-style-type: none"> <li>◆ Habit in the present and in the past</li> <li>◆ Past perfect</li> <li>◆ Question tags</li> <li>◆ Future perfect</li> <li>◆ Zero, first, second and third conditionals</li> <li>◆ <i>Wish and if only</i></li> <li>◆ Compounds of <i>some, any, no, every</i></li> <li>◆ Conjunctions: <i>although, despite, in spite of, otherwise, unless</i></li> <li>◆ Modals: present</li> <li>◆ <i>Always</i> for frequency/+ present continuous</li> <li>◆ Collocations</li> <li>◆ Phrasal verbs</li> <li>◆ Homonyms</li> <li>◆ Idiomatic expressions</li> <li>◆ Euphemisms</li> <li>◆ Colloquial expressions and slang</li> </ul> <p>Vocabulary development related to selected topic areas as well as above.</p>