National Unit specification: general information

Unit title: Russian: Listening (SCQF level 3)

Unit code: FN0A 09

Superclass: FK

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Summary

This Unit is suitable for learners who have an interest in a specific language but who have no prior knowledge of that language. In the course of the Unit, learners will develop the skill of listening to allow them to understand very basic language in a range of contexts relevant to their needs and interests.

On completion of this Unit, candidates will be able to pursue further development in the skill of listening at SCQF level 4.

This Unit is one of a suite of four single-skill credit Units at SCQF level 3.

Outcomes

1 Demonstrate understanding of basic spoken language in the context of matters of personal interest.
2 Demonstrate understanding of basic spoken language in the context of matters of personal interest.

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:

- an Access 3 NC course or Unit in the same language or any other language
- the corresponding Russian Units for Speaking, Reading and Writing at this level

General information (cont)

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Credit points and level

1 credit at Access 3 (6 SCQF points at SCQF level 3*).

**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 in this Unit.

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

Demonstrate understanding of basic spoken language in the context of matters of personal interest.

Performance Criteria

(a) Identify accurately the main points of the spoken communication.
(b) Identify accurately points of detail in the spoken communication.

Outcome 2

Demonstrate understanding of basic spoken language in a transactional context.

Performance Criteria

(a) Identify accurately the main points of the spoken communication.
(b) Identify accurately points of detail in the spoken communication.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria.

The specific evidence required for each Outcome is detailed below.

For **Outcome 1,** candidates will be expected to produce one piece of written and/or spoken evidence on one assessment occasion, demonstrating that they have understood at least **six** items of information. This will be generated by candidates in response to a short spoken text in the language studied. The spoken text will be in the context of matters of personal interest and can be heard up to three times. Candidates will produce their evidence in response to written/spoken questions in English based on the spoken text. The evidence will be produced under supervised conditions.

The approximate duration of the assessment of Learning Outcome 1 should be **10 minutes**.

For **Outcome 2**, candidates will be expected to produce one piece of written and/or spoken evidence on one assessment occasion, demonstrating that they have understood at least **six** items of information. This will be generated by candidates in response to a short spoken text in the language studied. The spoken text will be in a transactional context and can be heard up to three times. Candidates will produce their evidence in response to written/spoken questions in English based on the spoken text. The evidence will be produced under supervised conditions.

The approximate duration of the assessment of Learning Outcome 2 should be **10 minutes**.

The evidence for both Outcomes may be produced at appropriate points throughout the Unit, or towards the end of the Unit when candidates will have had the opportunity to develop their listening skills.

If a centre wishes to integrate the assessment of Outcomes 1 and 2, it must ensure that all evidence is produced under the conditions stated above.

To achieve the Performance Criteria and Evidence Requirements for both Outcomes, assessments should not exceed a **total time of 20 minutes**.

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

This free-standing Unit is suitable for learners who have not previously studied a language. Alternatively, it offers progression for learners who, on completion of a language course or unit in one language, wish to continue to develop their language skills in a different language.

As stated in the **Summary**, this Unit has been designed to be delivered in a context which is relevant to the needs and interests of the learners. As such it offers a built-in flexibility which allows the teacher/lecturer to adapt the content in order to suit the particular situations, interests and needs of his/her learner group or of individual learners.

While the Unit offers flexibility, it is nevertheless envisaged that learners would be expected to be able to understand basic language in some of the following topic areas:

Personal Language

- personal details
- family and family history
- interests and leisure activities
- likes / dislikes (food and drink, sport, etc)
- holidays
- health issues
- job-related vocabulary and expressions
- days of week and months

Transactional Language

- numbers
- time
- public transport
- directions
- obtaining services (restaurant, hotel, tourist information, etc)
- shops and shopping (prices, quantity, size)
- alphabet

Some of the proposed topics may be more relevant in certain contexts than in others. Teachers/lecturers have the flexibility to develop the language content to fit the needs of their learners, provided that in so doing, they offer sufficient coverage of relevant topics to allow their learners to achieve the Learning Outcomes and Performance Criteria.

National Unit specification: support notes (cont)

Unit title: Russian: Listening (SCQFlevel 3)

Although this Unit is designed as free-standing, it could also be part of a cross-curricular package, with centres taking the opportunity to deliver it in conjunction with other units, for example in the areas of **Hospitality, Travel and Tourism Business Administration** and Care. Similarly, links could be made between this Unit and the corresponding Units at SCQF level 3 which develop the skills of Speaking, Reading and Writing. The teacher/lecturer should consider the opportunity of integrating the delivery of this Unit with one or more of the corresponding single credit Units at this level. For example, a meaningful integration for candidates would be of the units which develop the skills of Speaking and Listening.

On completion of this Unit, candidates would be expected to be able to understand basic language in some of the following topic areas:

Personal Language

- personal details (name, age, nationality, date of birth, family situation/history)
- interests and leisure activities
- holidays
- health issues
- likes and dislikes
- job situation

Transactional Language

- directions
- restaurant /café scenarios
- shopping (price/size/colour, etc)
- public transport
- hotel scenarios
- alphabet

Delivery of the Unit could focus on those aspects of the above lists of topics and language content which are of particular relevance to the needs of specific learner groups. The approach adopted should reflect the principles of the communicative approach to language learning and teaching.

Guidance on learning and teaching approaches for this Unit

Learning and teaching should embrace a variety of listening sources relating to the proposed topic areas, such as:

- face to face conversation/discussion
- telephone conversations
- radio / TV broadcasts
- recorded messages
- announcements
- reports
- presentations

National Unit specification: support notes (cont)

Unit title: Russian: Listening (SCQFlevel 3)

Although the skills of Speaking, Reading and Writing are not assessed in this Unit, learners should be encouraged to undertake straightforward activities in these skills which are relevant to their individual requirements. The teacher/lecturer should consider the opportunity of integrating the delivery of this Unit with one or more of the corresponding single skill Units at this level.

Opportunities for developing Core Skills

Throughout this Unit learners will concentrate on listening activities. These activities are ideal opportunities for learners to develop aspects of the Core Skill of Communication.

Guidance on approaches to assessment for this Unit

The key principle in the assessment of this Unit is that understanding of the necessary information is demonstrated as appropriate with the degree of accuracy required. As far as possible, information should be conveyed within an authentic and naturally-occuring context.

The two Outcomes require the learner to demonstrate his/her ability to understand the specific language, with Learning Outcome **1** focusing on the context of matters of personal interest and Learning Outcome **2** on a transactional context. The two Outcomes can be achieved individually, but centres may choose to adopt an integrative approach, whereby both Outcomes are achieved during the same assessment activity.

Assessments should be a natural result of the learning and teaching process, and as such should be conducted at an appropriate point in the delivery of the Unit. Candidates who satisfy both Outcomes and the Performance Criteria under the conditions stated in the Evidence Requirements will achieve the Unit award.

Re-assessment.

There should be one re-assessment opportunity, or in exceptional cases two, for each of the Learning Outcomes.

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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