National Unit specification: general information

Unit title: Spanish: Reading (SCQF level 5)

Unit code: FN0G 11

Superclass: FK

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Summary

This Unit is a free-standing Unit which is suitable both for learners who have an interest in a specific language but who may have limited prior knowledge of that language, and for those who wish to develop their knowledge of a specific language.

In the course of the Unit, learners will develop the skill of reading to allow them to understand more complex language in a range of contexts relevant to their needs and interests, in a range of scenarios and situations.

On completion of this Unit, candidates will be able to pursue further development in the skill of reading at SCQF level 6.

This Unit is one of a suite of four single-skill credit Units at SCQF level 5.

Outcomes

1 Demonstrate understanding of more complex written texts in the specific language in a range of contexts.

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 Intermediate 1 and/or Intermediate 2 NC course or Unit in the same language or any other language
- the corresponding Spanish Units for Speaking, Listening and Writing at this level

General information (cont)

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Credit points and level

1 credit at Intermediate 2 (6 SCQF 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 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 more complex written texts in the specific language in a range of contexts.

Performance Criteria

(a) Identify accurately the main points of the written texts.
(b) Identify accurately points of detail in the written texts.

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 the Outcome and Performance Criteria.

The specific evidence required for the assessment for Learning Outcome 1 is detailed below.

Candidates will be expected to produce one piece of written and/or spoken evidence on each of **two** assessment occasions, demonstrating that they have understood the main points and points of detail as appropriate. In each case this will be generated by candidates in response to written texts in the language studied. The written texts will cover a range of contexts and on each occasion the total word count should be between **150-200** words. Candidates will produce their evidence in response to written/spoken stimuli in English based on the written texts. The evidence will be produced under supervised conditions.

The approximate duration of each assessment should be **30 minutes**.

During the assessments of Reading, candidates may use a dictionary.

The evidence for both assessments 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 reading skills.

If a centre wishes to integrate the two assessments, it must ensure that all evidence is produced under the conditions stated above.

To achieve the Performance Criteria and Evidence Requirements, the two assessments should not exceed a **total time of 1 hour**.

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

Unit title: Spanish: Reading (SCQF level 5)

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 suitable both for learners who have not previously studied a language, and for those learners who have completed this Unit at SCQF level 4 in the same language. In addition, 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 more complex written texts in some of the following topic areas:

Personal Language

- personal details
- family and family history
- physical description/personality
- interests and leisure activities
- likes /dislikes (food and drink, sport, etc)
- opinions/points of view
- home town/area
- daily routine
- holidays
- health issues
- environmental issues
- past experiences
- future intentions
- job-related vocabulary and expressions
- days of week and months

National Unit specification: support notes (cont)

Unit title: Spanish: Reading (SCQF level 5)

Transactional Language

- numbers
- time
- public transport
- asking the way and giving directions
- providing and obtaining services (restaurant, hotel, tourist information, etc)
- shops and shopping (prices, quantity, size)
- obtaining/giving information about local facilities
- dealing with emergencies (lost property, medical services, post office, etc)
- exchanging money
- 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.

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 5 which develop the skills of Speaking, Listening 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 Reading and Writing.

On completion of this Unit, candidates would be expected to be able to understand more complex written texts in some of the following topic areas:

Personal Language

- personal details (name, age, nationality, date of birth, family situation/history)
- family and friends (name, description, personality)
- interests and leisure activities
- likes and dislikes
- home town/area
- daily routine
- holidays
- health issues
- environmental issues
- points of view/opinions
- past experiences/future intentions
- job situation

National Unit specification: support notes (cont)

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Transactional Language

- directions
- restaurant /café scenarios
- shopping (price/size/colour, etc)
- public transport
- hotel scenarios
- facilities in town/area
- emergency situations / problems
- dates and times
- 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 text-types relating to the proposed topic areas, such as:

- extended e-mails/(text) messages
- web pages
- magazine articles/extracts
- reports
- job advertisements/applications
- extended formal and informal letters
- brochures, menus, signs, etc.

Although the skills of Speaking, Listening 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 reading activities. There is no automatic certification of Core Skills in this Unit.

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 understanding of the necessary information is demonstrated as appropriate with the degree of accuracy required. As far as possible, texts should be accessed within an authentic and naturally-occurring context.

The Outcome requires the learner to demonstrate his/her ability to understand more complex written texts, including the expression of opinions. This can be achieved on two separate occasions, but centres may choose to adopt an integrative approach, whereby both assessments are overtaken at the same time.

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 the Outcome 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 two assessment occasions for the Outcome.

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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