

## SQA Advanced Unit Specification

### General information for centres

**Unit title:** Spanish for Work: Advanced Operational

**Unit code:** HR2A 47

**Unit purpose:** This Unit is designed to develop skills in the target language within a work-related context to develop social relations, to carry out key and at times complex tasks and transactions, to negotiate arrangements and to understand spoken and written materials of a general and at times complex nature.

It develops existing language skills in work-related contexts at an advanced level for those candidates who would like to develop their language skills to enhance their future career and/or study prospects and/or to benefit their employer.

It is the third Unit in a suite of three triple-credit Units designed to develop skills in the target language specifically within a work-related context.

The Unit embodies and further develops the National Language Standards at level SVQ 3.

On completion of this Unit the candidate should be able to:

- 1 Convey and exchange information in depth orally in a wide range of work-related contexts and/or social contexts related to work with speakers of the target language.
- 2 Understand detailed and at times complex spoken language relating to a wide range of work-related contexts and/or social contexts related to work.
- 3 Read a wide range of work-related documents containing detailed and complex information.
- 4 Compose detailed and at times complex documents in the target language for a wide range of work-related topics.

**Credit points and level:** 3 SQA Credit at SCQF level 7: (24 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 National 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre. However, considerable previous competence in the target language is required for this Unit.

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This may be evidenced by the possession of one or more of:

- ◆ SQA Advanced Unit: Spanish for Work: Intermediate Operational
- ◆ NQ Higher in Spanish (full course pass at grade A/B)

Other qualifications or experience comparable to the above, including residence in a country where the target language is spoken.

**Core Skills:** There are opportunities to develop the Core Skills of Communication in this Unit, although there is no automatic certification of Core Skills or Core Skill components. Further detail is provided in the Support Notes.

**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.

It may, however, also be taught as a stand-alone Unit developing language skills for a wide range of work-related contexts and social contexts related to work and/or for people travelling abroad, working abroad or working with people from a country where the language is spoken.

**Assessment:** This Unit will be assessed by four Instruments of Assessment each of which will focus on a separate skill requiring the candidate to demonstrate skills in speaking, listening, reading and writing. Whenever possible, tasks should be contextualised in a situation mirroring real-life tasks within a work-related context or a social context related to work and may be linked through a common scenario, if appropriate.

All assessments will be conducted under controlled and supervised conditions.

The **Speaking** assessment will consist of one task lasting 10–15 minutes.

The **Listening** assessment will consist of one listening item, or a group of items, of 6-8 minutes in total. The Listening item(s) may be heard three times. The item(s) should be spoken at normal speed and in normally-used social and/or work registers.

The total time required for the Listening assessment should not exceed 90 minutes.

The use of dictionaries is not allowed.

The **Reading** assessment will consist of a folio of four documents. The combined total word-count for the reading items should be within the range of 1,000–1,500 words. Documents may be considered individually or together.

The total time required for the Reading Assessment should not exceed 180 minutes.

The use of a dictionary is allowed.

The **Writing** assessment will consist of one task. The text produced should be in the range of 250–350 words in length.

The total time required for the Writing Assessment should not exceed 120 minutes.

The use of a dictionary and of other relevant reference materials (eg glossaries, model document formats and phraseology) is allowed.

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**Note:** Where special arrangements are required for a candidate, an additional time allowance may be made in line with SQA guidelines.

Assessments should generally be carried out towards the end of the Unit, when candidates have had the opportunity to sufficiently develop the above skills.

An exemplar instrument of assessment and marking guidelines are produced by the SQA to indicate the national standard of achievement required at SCQF level 7/SVQ 3++.

## SQA Advanced Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Convey and exchange information in depth orally in a wide range of work-related contexts and/or social contexts related to work with speakers of the target language

#### Knowledge and/or skills

- ◆ Use a wide variety of work-related and social vocabulary\*
- ◆ Use a range of polite/formal and semi-formal forms of address, greeting, leave-taking and expressions of gratitude, regret, apology and annoyance, as appropriate
- ◆ Use language to make, discuss, amend and/or confirm agreements, arrangements and work-related issues
- ◆ Use language to present complex and detailed issues, ideas, events and/or proposals
- ◆ Use and/or conform to cultural and spoken conventions appropriate to the task and context
- ◆ Use a wide range of familiar and less commonly-used, technical terms relevant to the work or study context
- ◆ Use a wide range of numerical data
- ◆ Use a wide range of structures using the infinitive (or other basic root verb) form, where appropriate to the language
- ◆ Use the present, past (imperfect and perfect and pluperfect or equivalents) future, conditional (including future/conditional perfect or equivalents) and subjunctive forms, aspects and moods as/if required and where appropriate to the language
- ◆ Use a wide range of sentence structures in positive, negative, imperative and interrogative forms
- ◆ Use a wide range of complex sentence structures
- ◆ Use a wide range of linking language eg ‘although, provided that, so that ...’
- ◆ Use a wide range of alternative terms and structures which modify register for different audiences and contexts
- ◆ Use appropriate intonation and emphasis
- ◆ Pronounce the language clearly, articulately and fluently in order to convey the required information
- ◆ Use a range of coping strategies (requests for repetition, clarification, further information or comment, etc.) as/if necessary

#### Evidence Requirements

The **Speaking** assessment will consist of one task lasting 10–15 minutes.

The assessment should be conducted under controlled and supervised conditions.

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The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

The candidate must demonstrate his/her ability to:

- ◆ convey detailed and at times complex information in the target language
- ◆ understand and respond to requests for detailed and complex information
- ◆ negotiate arrangements in the target language
- ◆ maintain oral communication through presentation, conversation, role-play, presentation, interpreting or other similar dialogue for 10–15 minutes

Evidence for the knowledge and/or skills in this Outcome will be provided by an assessment that samples across the knowledge and/or skills.

The assessment instrument chosen for summative assessment purposes must cover a sufficient sample of knowledge and/or skills for an assessor to infer that candidate is competent in the Outcome.

\* Items of knowledge and/or skills that must be assessed on every assessment occasion are identified with an asterisk (\*) in the 'Knowledge and/or skills' section of this Outcome as above.

A different sample should be chosen on each assessment occasion, or re-assessment occasion, to prevent candidates from being able to predict what they will be asked, except in the case of a presentation on a work-related topic where the same presentation topic may be used.

### **Performance Overview:**

The performance may be considered satisfactory provided a candidate succeeds in requesting and/or conveying all the necessary information and where necessary demonstrates an adequate understanding of any information given/requested.

The candidate has a wide range of vocabulary, including vocabulary relating to the technical aspects of his/her field of study or work. He/she has a good command of a wide range of grammatical structures as appropriate to the context of the tasks undertaken. The candidate makes few mistakes, but may make more errors when attempting to use more complex structures. The candidate is able to find alternative, correct ways of expressing detailed and at times complex information relating to a wide variety of work-related tasks if/as required.

### **Content**

Communication between the candidate and the speaker of the target language is sustained in a manner comprehensible to a sympathetic speaker of the target language.

Communication goes well beyond the exchange of factual/social information to express ideas and opinions clearly and to negotiate arrangements in the target language if/as required. The candidate shows clear understanding of the content of the areas discussed and sustains discussion as/where appropriate.

### **Understanding**

The candidate understands most of what is said directly to him/her when clearly articulated. The candidate can ask for repetition or clarification as/when required.

### Speaking

The candidate shows a good awareness of the rules of accent, intonation and pronunciation. He/she shows clear control of rules of grammar appropriate to this level to ensure communication. Language produced by the candidate shows considerable complexity of structure and a wide range of vocabulary relevant to a range of work-related contexts and social contexts related to work.

### Assessment guidelines

In preparing for this assessment, candidates should be encouraged to participate in different speaking exercises, but will only be assessed in one, chosen as the most suitable to their vocational area.

Candidates could be required to complete **one** of the following tasks:

- ◆ hold a detailed conversation relating to the candidate's current vocational studies and to the work context in which he/she is studying or working, including some discussion of current affairs and trends related to the vocational/work context
- ◆ take part in a role-play/simulation scenario in a work-related situation involving giving explanations, offering advice and/or opinions and negotiating arrangements which takes place between the candidate and the tutor or another speaker of the target language in person or on the telephone (or via a similar communication link)
- ◆ deliver a detailed, prepared presentation relating to a work context and participate in follow-up questions, answers and discussion in the target language
- ◆ act as an intermediary in a conversation in a work-related context to interpret between a speaker of the target language and a speaker of English in order to convey and negotiate detailed information and to negotiate arrangements or outcomes.

The tasks can be undertaken in work-related contexts or social contexts related to work, face to face, by telephone, videophone, video-conferencing, web cam or similar, and in formal and informal settings.

Each task should last between 10–15 minutes. In some cases it may exceed this time limit (for example in an interpreting task scenario) but generally assessors should try to limit the task to this time scale. Longer exchanges may take place as they develop, if appropriate, or where the need to repeat or check information given or received is evident.

Where appropriate (ie in giving a prepared presentation or role-play scenario) an outline of the task may be given a few days before the assessment event to allow the candidate time to prepare.

In the case of a conversation, role- or interpreting task this will be on a one-to-one basis with the tutor/assessor either face-to-face, or on the telephone, or through a video or web link or similar.

In the case of a presentation this will generally be to a group in which the tutor/ assessor is present, but may also be on a one-to-one, face-to-face basis with the tutor/assessor due to particular circumstances. The presentation should be in the range of 6–8 minutes with 3–4 minutes for follow-up questions and answers. The time taken for the presentation and follow-up questions and answers should, however, last at least 10 minutes.

(If the overall time exceeds this candidates should not be penalised as some presentation styles and question and answer sessions may present and develop topics, ideas and opinions in a natural way: the flow of delivery and response should not be unnaturally curtailed to fit into the timescale. However, any extension of the time given for this should not be overly long and generally in the range of 3–4 additional minutes.)

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For the purposes of re-assessment of a conversation, role-play or interpreting scenario a different instrument of assessment must be chosen.

For the purposes of re-assessment of a presentation the original presentation and follow-up questions may be re-done.

### Outcome 2

Understand detailed and at times complex spoken language relating to a wide range of work-related contexts and/or social contexts related to work

#### Knowledge and/or skills

- ◆ Understand a wide variety of work-related and social vocabulary\*
- ◆ Understand a range of polite/formal and semi-formal forms of address, greeting, leave-taking and expressions of gratitude, regret, apology and annoyance as appropriate
- ◆ Understand language which makes, discusses, amends and/or confirms agreements, arrangements and work-related issues
- ◆ Understand language which presents complex and detailed issues, ideas, events and/or proposals
- ◆ Understand and/or conform to cultural and spoken conventions appropriate to the task and context
- ◆ Understand a wide range of familiar and less commonly-used, technical terms relevant to the work or study context
- ◆ Understand a wide range of numerical data
- ◆ Understand a wide range of structures using the infinitive (or other basic root verb) form, where appropriate to the language
- ◆ Understand the present, past (imperfect and perfect and pluperfect or equivalents) future, conditional (including future/conditional perfect or equivalents) and subjunctive forms, aspects and moods as/if required and where appropriate to the language
- ◆ Understand a wide range of sentence structures in positive, negative, imperative and interrogative forms
- ◆ Understand a wide range of complex sentence structures
- ◆ Understand a wide range of linking language eg 'although, provided that, so that despite, given that, etc...'
- ◆ Understand a wide range of alternative terms and structures which modify register for different audiences and contexts
- ◆ Understand intonation and emphasis to obtain meaning and nuance of meaning
- ◆ Infer meaning from the context
- ◆ Summarise/convey in English or in the target language information conveyed in the spoken target language\*

#### Evidence Requirements

The Listening assessment will consist of one item, or a group of items, of 6–8 minutes' duration in total. The Listening item(s) may be heard three times. The item(s) should be spoken at normal speed and in normally-used social and/or work registers.

The total time required for the Listening assessment should not exceed 90 minutes.

The use of dictionaries is not allowed.

The assessment should be conducted under controlled and supervised conditions.

## **SQA Advanced Unit Specification**

Understanding may be presented in any suitable way, written or oral.

The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

The candidate must demonstrate his/her ability to:

- ◆ identify from a listening item or items in the target language the main theme/s content and tone
- ◆ surmise meaning, opinion and/or points of view from what is said
- ◆ identify specific relevant detail
- ◆ convey and/or summarise what is said, either in English or in the target language

Evidence for the knowledge and/or skills in this Outcome will be provided by an assessment that samples across the knowledge and/or skills.

The assessment instrument chosen for summative assessment purposes must cover a sufficient sample of knowledge and/or skills for an assessor to infer that candidate is competent in the Outcome.

\* Items of knowledge and/or skills that must be assessed on every assessment occasion are identified with an asterisk (\*) in the 'Knowledge and/or skills' section of this Outcome as above.

A different sample should be chosen on each assessment occasion or re-assessment occasion.

### **Performance Overview**

The candidate can extract specific details and understand the overall meaning of a wide range of extended passages relating to work-related contexts and social contexts relating to work involving complex information, ideas and points of view, spoken at normal speed and in a wide range of normally-used social and work registers, both of which include a range of familiar accents and formal and informal language.

### **Understanding**

The candidate listens to complex material in the target language related to work issues and to social issues related to work and understands and communicates factual information, ideas and opinions with a satisfactory level of detail and accuracy. Speakers will articulate clearly at normal speed.

The candidate extracts and understands all essential information which contains a number of major and subsidiary points, including the expression of points of view, and some detailed and complex ideas. He/she understands a high proportion of points of detail and of the information/opinions/ideas expressed.

For the purposes of re-assessment a different instrument of assessment/listening task must be chosen.

### **Assessment guidelines**

In preparing for this assessment, candidates should be encouraged to participate in a range of different listening exercises but will only be assessed on one single listening item, or one set of shorter listening items, chosen as the most suitable to their vocational area.

Candidates could be required to listen to one of the following:

- ◆ an item or a series of items of broadcast/recorded speech (for instance, public announcements, TV, radio or web extracts) relating to work issues or social/current affairs relevant to the



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candidate's situation, which are of some complexity and which contain factual information, the expression of ideas and points of view

- ◆ a presentation (live or recorded) presenting detailed and sometimes complex information about an aspect of the vocational or work-related field

Candidates may demonstrate their comprehension by one of the following methods:

- ◆ give answers, in English or in the target language, on what they have heard
- ◆ compose a short summary, in English or in the target language, of what they have heard

### Outcome 3

Read a wide range of work-related documents containing detailed and complex information

#### Knowledge and/or skills

- ◆ Screen a wide range of documents to identify the need for fuller/further consideration
- ◆ Understand a wide variety of work-related and social vocabulary\*
- ◆ Understand a range of polite/formal and semi-formal forms of address, greeting, leave-taking and expressions of gratitude, regret, apology and annoyance as appropriate
- ◆ Understand language which makes, discusses, amends and/or confirms agreements, arrangements and work-related issues
- ◆ Understand language which presents complex and detailed issues, ideas, events and/or proposals
- ◆ Understand written cultural conventions appropriate to the task and context
- ◆ Understand a range of familiar and less commonly-used, technical terms relevant to the work or study context
- ◆ Understand a range of numerical data in context
- ◆ Understand a range of structures using the infinitive (or other basic root verb) form, where appropriate to the language
- ◆ Understand the present, past (imperfect and perfect and pluperfect or equivalents) future, conditional (including future/conditional perfect or equivalents) and subjunctive forms, aspects and moods as/if required and where appropriate to the language
- ◆ Understand a wide range of sentence structures in positive, negative, imperative and interrogative forms
- ◆ Understand a wide range of complex sentence structures
- ◆ understand a wide range of linking language eg 'although, provided that, so that, given that, etc....'
- ◆ understand a wide range of alternative terms and structures which modify register for different audiences and contexts
- ◆ infer meaning from the context
- ◆ use reference sources (eg glossaries, dictionaries) to help convey, clarify and/or confirm meaning as necessary
- ◆ summarise/convey in English or in the target language information conveyed in the spoken target language\*

#### Evidence Requirements

The **Reading** Assessment will consist of a folio of four documents. The combined total word-count for the reading items should be in the range of 1,000–1,500 words. Documents will contain a range of vocabulary and structures relevant to the candidate's field of study or present/future employment .

The total time required for the Reading Assessment should not exceed 180 minutes and may take place **either** over a number of separate occasions dealing with one or more texts in the reading folio **or** on a single occasion if preferred dealing with the folio of four reading texts as a whole.

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The use of a dictionary is allowed and/or other relevant reference sources (eg glossaries).

The Reading Assessment should be conducted under controlled and supervised conditions.

Understanding may be presented in any suitable way, written, oral or signed.

The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

The candidate must demonstrate his/her ability to:

- ◆ identify from a piece of text in target language the main theme/s, content and tone
- ◆ identify specific relevant details
- ◆ answer questions on texts or summarise texts, in English or in the target language, in order to convey the meaning, opinion/s and/or points of view and attitudes expressed
- ◆ translate into English, if required

Evidence for the knowledge and/or skills in this Outcome will be provided by an assessment that samples across the knowledge and/or skills.

The assessment instrument chosen for summative assessment purposes must cover a sufficient sample of knowledge and/or skills for an assessor to infer that candidate is competent in the Outcome.

\* Items of knowledge and/or skills that must be assessed on every assessment occasion are identified with an asterisk (\*) in the 'Knowledge and/or skills' section of this Outcome as above.

A different sample should be chosen on each assessment occasion or re-assessment occasion.

### **Performance Overview**

The candidate must be able to handle a wide range of complex materials, in a variety of formats and registers. The candidate should be able to scan texts to clearly identify themes, ideas and details expressed and bring together information and to deal in detail with the content of a range of complex work-related texts to provide a clear understanding of their contents, including conveying specific and detailed textual content.

With the help of a dictionary the candidate obtains factual information and some ideas and opinions from complex text relating to work-related themes and contexts or social themes related to work contexts with a satisfactory level of accuracy.

The candidate extracts and understands all essential information from text which contains a number of major and subsidiary points, including the expression of points of view, complex ideas and attitudes. He/she understands a satisfactory proportion of the points of detail and the opinions/ideas/attitudes expressed and can make inferences about attitudes and intention embodied in the text as/where these occur.

For the purposes of re-assessment a different instrument of assessment/folio of texts should be chosen. In the case where a candidate fails on any individual text document, the re-assessment instrument may be a different single text document of a comparable nature/content/level of difficulty.

### **Assessment guidelines**

In preparing for this assessment, candidates should be encouraged to participate in different reading exercises, but will only be assessed on one set of texts, chosen as the most suitable to their vocational area.

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Candidates will be required to read a folio of four work-related documents written in the target language, such as:

- ◆ an article or text document on a work-related theme or topic
- ◆ an article on current affairs linked to the broad field of study or work sector context of the candidate
- ◆ a letter or similar piece of correspondence
- ◆ detailed information contained in a brochure, booklet, leaflet, manual or other instructional document, a document outlining terms and conditions, a website page(s) or similar.

Candidates could demonstrate their comprehension by one of the following methods:

- ◆ a short summary in written English or in the target language, of each document and in the case of one of the documents to provide detailed information in written English, or written in the target language, including translation of part of its content into English
- ◆ answers in English or in the target language to a series of questions relating to the main themes and some specific content of **each** of the four texts.

## Outcome 4

Compose detailed and at times complex documents in the target language for a wide range of work-related topics

### Knowledge and/or skills

- ◆ Use a wide variety of work-related and social vocabulary\*
- ◆ Use appropriate written formats in a range of work-related contexts
- ◆ Use a range of polite/formal and semi-formal forms of address, greeting, leave-taking and expressions of gratitude, regret, apology and annoyance, as appropriate
- ◆ Use language which makes, discusses, amends and/or confirms agreements, arrangements and work-related issues
- ◆ Use language which presents complex and detailed issues, ideas, events and proposals
- ◆ Use and/or conform to cultural and written conventions appropriate to the task and context
- ◆ Use a wide range of familiar and less commonly used, technical terms relevant to the work or study context
- ◆ Use numerical data
- ◆ Use a wide range of structures using the infinitive (or other basic root verb) form, where appropriate to the language
- ◆ Use the present, past (imperfect and perfect and pluperfect or equivalents) future, conditional (including future/conditional perfect or equivalents) and subjunctive forms, aspects and moods as/if required and where appropriate to the language
- ◆ Use a wide range of sentence structures in positive, negative, imperative & interrogative forms
- ◆ Use a wide range of complex sentence structures
- ◆ Use a wide range of linking language e.g. ‘although, provided that, so that ...’
- ◆ Use a wide range of alternative terms and structures which modify register for different audiences and contexts
- ◆ Use reference sources (eg glossaries, dictionaries) to help convey, clarify and/or confirm meaning as necessary

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### Evidence Requirements

The **Writing** assessment will consist of one task.

The text produced, including conventional letter or similar conventional phraseology, should be in the range of 250–350 words in length.

The total time required for the Writing Assessment should not exceed 120 minutes.

The use of a dictionary and/or other relevant reference sources (eg glossaries, model document formats, notes containing standard letter/message/report formats and phraseology) is allowed.

The assessment should be conducted under controlled and supervised conditions.

Evidence for the knowledge and/or skills in this Outcome will be provided by an assessment that samples across the knowledge and/or skills.

Candidates should compose at least the minimum number of words (excluding addresses), however, those candidates who compose more will not be penalised but should try to restrict their communication to within recommended length in order to minimise error. Particular attention should be paid to the overall layout and register/tone of the communication which should be appropriate to the work-related context.

The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

The candidate must demonstrate his/her ability to:

- ◆ compose in the target language a document in a work-related context
- ◆ use the correct format to convey the information required in the target language

Evidence for the knowledge and/or skills in this Outcome will be provided by an assessment that samples across the knowledge and/or skills.

The assessment instrument chosen for summative assessment purposes must cover a sufficient sample of knowledge and/or skills for an assessor to infer that candidate is competent in the Outcome.

\* Items of knowledge and/or skills that must be assessed on every assessment occasion are identified with an asterisk (\*) in the 'Knowledge and/or skills' section of this Outcome as above.

A different sample should be chosen on each assessment occasion or re-assessment occasion.

### Performance Overview

The candidate is able to produce text of the required length and to adapt the style of writing as appropriate to the subject and readers. Formal writing is for the most part technically accurate. The level of presentation is of an acceptable professional level in a work context relevant to the candidate's vocational/employment field. Error is minimal.

### Content

With the help of a dictionary and relevant reference materials the candidate composes text in the target language in a variety of work-related formats. He/she shows the ability to convey key information and to express and develop ideas and opinions with a clear sense of structure.

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Accuracy, the use of register and format are appropriate to this level and to the target audience in work-related contexts and are sufficient to communicate clearly all the points required.

The candidate uses complex sentences and a wide range of vocabulary.

For the purposes of re-assessment a different instrument of assessment should be chosen.

### **Assessment guidelines**

In preparing for this assessment, candidates should be encouraged to participate in different writing exercises but will only be assessed in one, chosen as the most suitable to their vocational area.

Candidates could be required to compose in the target language:

- ◆ a letter in the target language and in a context which is relevant to the candidate's field of study or work;
- ◆ a report in the target language and in a context which is relevant to the candidate's field of study or work.

Documents will be composed in the target language and in a context which is relevant to the candidate's field of study or work. Attention should be paid to layout where appropriate. The initial compilation of the document will be under controlled and supervised conditions (hand-written or typed/word-processed). Where not produced in a typed/word-processed format then it could be transferred verbatim into such a format before final submission along with the original draft, but this is not mandatory.

Adequate time should be given to compose the written document consulting both a dictionary and notes containing standard letter/report formats and phraseology. However, it is suggested that the total time required for the Writing Assessment should not exceed 120 minutes. (Extra time may be given to candidates who wish to transfer a hand-written copy into a verbatim word-processed format at the discretion of the centre.)

If the assessment is hand-written and subsequently word processed, then both copies should be retained for moderation purposes.

## Administrative Information

**Unit code:** HR2A 47  
**Unit title:** Spanish for Work: Advanced Operational  
**Superclass category:** FK  
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### History of Changes:

Version	Description of change	Date

**Source:** SQA

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## SQA Advanced Unit specification: support notes

### Unit title: Spanish for Work: Advanced Operational

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 120 hours.

### Guidance on the content and context for this Unit

This Unit is likely to form part of a number of Group Awards where it is recognised that knowledge of another language will either be a necessary or a beneficial skill for candidates when looking for employment.

It is the third of a suite of three triple-credit Units at Basic Operational (SCQF level 6), Intermediate Operational (SCQF level 6) and Advanced Operational levels (SCQF level 7).

It may be taught as part of a Group Award or as a free-standing Unit. If it is taught as part of a Group Award it is recommended that it should be taught within the subject area/context of the Group Award to which it contributes. As a free-standing Unit it may relate to the field of interest of the candidate but should be taught and assessed within a work-related context and/or a social context related to work.

This Unit is expressed in generic terms but it should be related to a context which is familiar and relevant to the candidate and his/her field of study or work.

The Unit has also been devised to allow for the progression and development of language skills at more advanced levels post SQA Advanced Certificate and SQA Advanced Diploma.

The principle content of the Unit should be:

- ◆ discussing personal and social information with business acquaintances or visitors in the context of work-related meetings and communication
- ◆ discussing or reading in depth about more general issues or trends related to the field of study or work interest
- ◆ transacting business including giving, receiving and exchanging detailed and at times complex information on products and services
- ◆ making or answering detailed enquiries
- ◆ negotiating arrangements
- ◆ stating and justifying opinions and preferences

The Unit can be approached from the standpoint of a person working in a job context where he/she is required to deal face to face, on the phone (or via similar communication links) and through various forms of written documentation or correspondence with clients, colleagues or contacts from the country where the target language is spoken, including possible contexts involving travel or employment in that country.

This Unit embeds the National Language Standards (revised 2005) for SVQ level 3 as published by CILT, the National Centre for Languages, 20 Bedfordbury, London. WC2N 4LB. It embeds and goes well beyond the national standards at SVQ level 3 reflecting language skill levels at a more advanced level. The Unit is also benchmarked against an Advanced Higher at C pass.

## Guidance on the delivery and assessment of this Unit

To successfully complete the Unit and achieve the Outcomes, the candidates will be required to develop all four language skills (listening, speaking, reading, writing) and appropriate language structures.

Although the Unit is expressed in generic terms, where possible, assessment tasks should be related to a context that is familiar to candidates. This might involve a wide range of situations that a candidate will be required to deal with in the workplace and more generally in society, such as:

- ◆ receiving and socialising with a visitor or colleague from abroad
- ◆ giving and receiving information on a wide range of goods and services
- ◆ dealing with varied and at times complex work situations where use of the language studied may be required
- ◆ travelling and/or working abroad

These may occur in formal or semi-formal work and travel contexts.

Each of the four Outcomes refers to a separate skill (listening, speaking, reading, writing) but it is assumed that tutors will teach skills in an integrative manner.

An opportunity for reassessment should be given where candidates do not achieve a Pass.

### *Opportunities for developing Core Skills*

There are opportunities to develop Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

The Unit meets the demands of:

- ◆ Oral Communication at SCQF level 5

The Unit goes towards meeting the demands of:

- ◆ Written Communication (Reading) at SCQF level 5
- ◆ Written Communication (Writing) at SCQF level 5

## Open learning

This Unit could be delivered by distance learning provided suitable assessment arrangements can be agreed for controlled assessment conditions.

For Outcomes 2, 3 and 4 of this Unit, arrangements would have to be made to ensure that the assessments are delivered in a supervised environment under controlled conditions.

Outcome 1 may have to be assessed in the presenting centre. The candidate may be required to travel to the centre if a supervised telephone option is not appropriate/available, or if supervised video-conferencing, or similar interactive communication links are not appropriate/available.

## 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.



## General information for candidates

### Unit title: Spanish for Work: Advanced Operational

This Unit is designed to develop existing language skills in order to deal with a wide range of situations in the workplace. It is primarily intended for candidates who expect to take up a post where a good knowledge of a language would be beneficial or essential, or for those who want to enhance their career prospects or facilitate their mobility in employment.

The Unit may be studied as part of a Group Award at SQA Advanced Certificate or SQA Advanced Diploma levels, as a stand-alone qualification, or as a means to proceed to further study at degree level (or similar), or as preparation to travel and/or work abroad.

This Unit involves the kind of tasks that a person working in a company or organisation dealing with international clients may be expected to be able to perform, either in the UK or abroad. It will also aim to further develop in a practical way your existing skills necessary to function effectively in another language, in a range of contexts and to develop your social skills in interacting with others in the target language.

You will also further your knowledge of, and ability to use, a wide range of structures in the language you are studying. If you are studying for a Group Award in a specific vocational or work-related sector, the tasks that you do should generally be relevant to this.

Overall, the knowledge and skills gained from this Unit should enable you to operate effectively in work or social contexts either when meeting people from the country whose language you are studying in the UK, or when travelling or working abroad as an independent language learner.

This may also help you in the future if you wish, choose, or need to start learning another language for either work or personal reasons.

You will be encouraged to work with other candidates in pairs or small groups, and role-play may form an important part of the Unit. There will also be a requirement for private study. Your tutor will guide you on this.

In order to complete this Unit successfully, you will be required to complete a range of tasks in which you will demonstrate that you can communicate and operate effectively in the language. Any pieces of written work will be kept in a folio by your tutor and you may keep copies of them. You must achieve a satisfactory level of performance in four assessments which test the skills of Speaking, Listening, Reading and Writing. These assessments will be conducted under controlled and supervised conditions, will take place on separate occasions over a period of time, generally but not always towards the end of the Unit. Assessments will vary in length.

In some assessments you will be encouraged to make extensive and careful use of dictionaries and to refer to notes which give standard written formats and phraseologies in the target language (eg letter formats).

The **Speaking Assessment** may be in the form of a conversation, role-play scenario with your tutor or another speaker of Spanish, an interpreting scenario or a prepared presentation on a vocational or work-related topic, with follow-up questions and discussion. It will last about 10–15 minutes, sometimes a little longer. You will practice these activities in class/with your tutor and will be given an outline of what you need to do a few days before the assessment.

## SQA Advanced Unit Specification

For the **Listening Assessment** you will hear an item, or a series of short items, in the target language. You will be required to answer in English or in the target language, through writing a summary of what you have heard, or by answering a series of questions in order to show that you have understood the main theme, content and key specific details. The listening item/s will be of 6–8 minutes' duration in total and you will be able to hear them three times. Adequate time (up to 90 minutes in total) will be given for you to complete this task.

For the **Reading Assessment** you will be given four written documents such as:

- an article or text document on a work-related theme or topic
- an article on current affairs
- a letter or similar piece of correspondence
- detailed information contained in a brochure, a booklet, a leaflet, a manual or other instructional document, a document outlining terms and conditions, a website page/s or similar.

The total length of all the texts you will be asked to read will be in the range of 1,000–1,500 words. In most cases you will be asked to:

**either** compose a short summary of what each text is about and in one case read the text in detail to extract detailed information from it including translation into English of some part or parts of the text  
**or** answer a series of questions on each of the texts.

No specific prior information will be given about the actual content of the documents but you will be allowed to use a dictionary. Adequate time (up to 180 minutes in total) will be given for you to complete this task.

For the **Writing Assessment** you will be asked to compose a formal letter or a report (or similar) of about 250–350 words in length in the target language relating to an aspect of work or your field of study. You will be allowed to use a dictionary and to refer to notes giving standard formats and phraseology. Adequate time (up to 120 minutes in total) will be given for you to complete this task.

Depending on the vocational area of your Group Award, the content and the assessments for the Unit may be tailored to take account of what your work or vocational studies may involve.

If you do not achieve a Pass in any of the assessment tasks there will be an opportunity to be re-assessed.

### Opportunities for developing Core Skills

There are opportunities to develop Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

The Unit meets the demands of:

- ◆ Oral Communication at SCQF level 5

The Unit goes towards meeting the demands of:

- ◆ Written Communication (Reading) at SCQF level 5
- ◆ Written Communication (Writing) at SCQF level 5