SQA Advanced Unit specification

General information for centres

Unit title: Communication in Spanish: Basic Operational Speaking Skills

Unit code: HR2R 46

Unit purpose: This Unit is designed to develop the skill of speaking in the target language within a context related to the candidate's needs or interests. The candidate will develop skills to establish social relations, carry out straightforward tasks and provide language of a straightforward, everyday nature.

This Unit is one in a suite of four single credit Units at SCQF level 6 designed to develop skills in the target language.

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

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

1   Convey and exchange information orally using language of a straightforward nature.

Credit points and level: 1 SQA Credit at SCQF level 6: (8 SCQF credit points at SCQF level 6*)

*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, candidates should have good communication skills and an interest in gaining language skills.

These may be demonstrated by the achievement of:

♦   F3GB 11   *Communication*
♦   EE3T 11   *Communication* (NC)
♦   C724 75   *English* National 5
♦   Other qualifications comparable to the above

Some previous knowledge of the target language at a basic level would be helpful.

Core Skills: There are opportunities to develop the Core Skill of *Communication* at SCQF level 4 in this Unit, although there is no automatic certification of Core Skills or Core Skills 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 in a context relating to the candidate's needs or interests.

Assessment: This Unit has two assessments each of which will require the candidate to demonstrate the skill of speaking. Where ever possible, tasks should mirror real-life tasks within a context related to the candidate's needs or interests and may be linked through a common scenario if appropriate.

All assessments will be conducted under controlled and supervised conditions.

Each assessment will each consist of one task lasting 6–8 minutes.

The use of dictionaries is not allowed.

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

Exemplar instruments of assessment and marking guidelines are produced by the SQA to indicate the national standard of achievement required at SCQF level 6.

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 orally using language of a straightforward nature

Knowledge and/or Skills

♦   Use a wide variety of vocabulary related to needs or interests*
♦   Use a range of polite forms of address, greeting and leave-taking and expressions of gratitude, regret, apology, annoyance
♦   Use some less commonly-used, technical terms relevant to the area of need or interest Use numerical data
♦   Use a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language
♦   Use the present, past, future and conditional aspects where appropriate to the language
♦   Use commonly-used sentence structures in their positive, negative, imperative and interrogative forms
♦   Use a range of complex sentence combinations, of which some are rehearsed models
♦   Use a wide range of linking language, eg 'although', 'provided that …'
♦   Use alternative terms and structures which modify register for different audiences and contexts
♦   Use appropriate intonation and emphasis*
♦   Pronounce the language clearly*
♦   Use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

Evidence Requirements

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

There will be two speaking assessments.

Each assessment will consist of one task lasting 6–8 minutes.

The use of dictionaries is not allowed.

The assessments will be conducted under controlled and supervised conditions.

The candidate must demonstrate his/her ability to:

♦   provide and /or obtain information or a service of an everyday nature

♦   use standard expressions and everyday language to convey or obtain commonly required information of an everyday nature
♦   use a variety of expressions and straightforward sentence structures
♦   maintain oral communication through presentation, conversation, role-play or other similar dialogue for 6–8 minutes
♦   use the appropriate forms of greetings, introductions and leave-taking/ending during an exchange, including formal or informal forms of address as/when appropriate
♦   ask for repetition/clarification of a phrase and/or reduction in speed of delivery, if/as required

Evidence for the Knowledge and/or Skills in this Outcome will be provided by two assessments that sample across the Knowledge and/or Skills.

Each assessment instrument chosen for summative assessment purposes must cover a sufficient sample of Knowledge and/or Skills for an assessor to infer that the 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.

For the purposes of re-assessment different speaking tasks should be used and a different sample chosen. However, in the case of a re-assessment of a presentation, the same presentation topic may be used.

Performance overview

The candidate must be able to request and/or convey the necessary information and where necessary demonstrate an adequate understanding of any information given/requested.

The candidate has a good command of vocabulary and can use and adapt grammatical structures as appropriate. When speaking using essential grammar, the candidate makes very few mistakes, but may make more errors when attempting to use more complex structures. If the candidate does not have the vocabulary, or the other person does not understand, the candidate finds alternative, correct ways of expressing information.

Content

Communication between the candidate and the speaker of the target language goes beyond the exchange of factual/social information to expressing points of view. The candidate presents information and sustains exchanges of information in a manner comprehensible to a sympathetic speaker of the target language and by going at times beyond minimal responses. An exchange has a clear start and conclusion.

Understanding

The candidate understands most of what is said directly to him/her when clearly articulated. Some repetition/reformulation may be required.

Speaking

Accent, intonation and pronunciation are sufficient to ensure communication and the candidate shows awareness and sufficient control of rules of grammar appropriate to this level to ensure communication in spite of errors. Language produced by the candidate is characterised by mostly simple sentences and commonly used verbs and other words.

Assessment Guidelines

There should be different types of speaking exercises used for each assessment task eg a conversation and a presentation.

Assessment 1

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

a   Take part in a conversation with a fluent speaker of the target language to convey and/or exchange information related to an area of need or interest (current or future) including matters of personal interest/personal views.

OR

b   Take part in a role–play scenario of a familiar nature which requires giving and/or obtaining information, in person or on the telephone in an area of need or interest.

The task can be undertaken in any context appropriate to the candidate's needs or interests, face-to face, by telephone, videoconferencing, web-cam or similar and in formal and informal settings.

The task should last 6–8 minutes. Where appropriate, (ie in taking part in a 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.

Assessment 2

Candidates could be required to deliver a short oral presentation on a topic of general and/or personal/social/work-related interest and answer follow-up questions relating to the topic.

The presentation should last 3–4 minutes with an additional 3–4 minutes for follow-up questions and answers.

The time taken for the presentation and follow-up questions should, however, last at least 6 minutes.

The topic should be different from the topic in Assessment 1a.

Where appropriate, (ie in giving a prepared presentation or in taking part in a 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 or role-play task, this will be on a one-to-one basis with the tutor/assessor either in a face-to-face situation, 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.

If the overall time exceeds what is recommended, 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 2–3 additional minutes.

Administrative Information

Unit code:	HR2R 46
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History of changes:

Version	Description of change	Date

Source:	SQA

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our Centre Feedback Form.

SQA Advanced Unit specification: support notes

Unit title: Communication in Spanish: Basic Operational Speaking Skills

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 Unit is likely to form part of a number of Group Awards where it is recognised that knowledge of a modern foreign language will either be a necessary or a beneficial skill for candidates. It may, however, also be taught as a stand-alone Unit.

It is one of a suite of four single-credit Units at SCQF level 6.

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 should be taught and assessed within any context related to the candidate's needs or interests.

The Unit has also been devised to allow for the progression and development of language skills at higher levels.

Content

The principle content of the Unit should be:

♦ personal/social information as it relates to any context (personal background details, details of place of residence, interests, skills, study details, work experience details)

♦ transactional contexts relating to the candidate's needs or interests (eg details of place of work and sector, obtaining and providing information on goods and services, travel arrangements, directions, other areas of information related to the candidate's interests)

Context

The Unit can be approached from the standpoint of a person who wishes or is required to speak the target language in a variety of contexts relating to needs or interests.

This Unit embeds the National Language Standards (revised 2005) for SVQ level 3 as published by CILT, the National Centre for Languages, 3rd Floor, 111 Westminster Bridge Road, London. SE1 7HR. The Unit is also benchmarked against a Higher pass at grade C.

Guidance on the delivery and assessment of this Unit

The Unit can be approached from the standpoint of a person who requires to speak in the target language for whatever purpose, personal, social or vocational. Types of communication could include, for example:

♦ Face- to-face
♦ Telephone
♦ Videophone

♦ Web cam
♦ Other

To successfully complete the Unit and achieve the Outcomes, the candidate will be introduced to the language skill of speaking and to appropriate language structures. It is expected that emphasis in the early stages of the Unit will be on Listening and Speaking in order to develop the candidate's awareness of the language as well as confidence in using it.

Assessment tasks should involve the kind of situations that a candidate will routinely be required to deal with on an everyday basis within the context of his/her needs or interests. For example, when receiving a visitor from abroad, when dealing with customers abroad or when interacting with others when travelling/living/ working abroad. This will involve dealing with commonly occurring situations where use of the language studied may be required (eg giving details of place of work and sector, obtaining and providing information on goods and services, making travel and accommodation arrangements, buying items, making meeting arrangements, asking for directions). This is most likely to occur in formal or semi-formal settings within a general context including socialising with a person/people from the country where the target language is spoken.

The Outcome refers to the single skill of listening but it is assumed that tutors will teach skills in an integrative manner.

An opportunity for re-assessment should be given where a candidate does 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 goes some way to meeting the requirements of:

♦ Oral Communication at SCQF level 4

Open learning

This Unit could be delivered by distance learning provided suitable assessment arrangements can be agreed for controlled and supervised assessment conditions. The two assessments may have to be assessed in the presenting centre if the telephone option is not appropriate, or if video-conferencing or similar interactive facilities are not 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.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

General information for candidates

Unit title: Communication in Spanish: Basic Operational Speaking Skills

This Unit is designed to equip you with the ability to deal with a number of commonly arising situations that involve using another language. It is primarily intended for those whose needs or interests are such that knowledge of the spoken language would be beneficial or essential.

The Unit may be studied as part of a Group Award eg SQA Advanced Certificate, SQA Advanced Diploma or as a stand-alone Unit. It is also a means to prepare for and proceed to further study.

You will develop all the skills necessary to function in another language at this level, including intercultural competence. You will also increase your knowledge and understanding of the essential structures of the language you are studying. The language tasks will be practical and related to a context of interest to you. 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 use some of the basic structures of the language. You must achieve a satisfactory level of performance in two assessments which test the skill of Speaking. These will be conducted under controlled and supervised conditions.

The Speaking Assessments could be in the form of either a conversation or a role-play (either with your tutor or another speaker of the target language) and a short presentation on a familiar topic with follow-up questions. Each assessment will last about 6–8 minutes in total. For a presentation you will need to prepare a structured talk and you will be given time and advice on how to do this.

Assessments for the Unit will be tailored to take account of your needs and interests.

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 goes some way towards meeting the demands of:

♦   Oral Communication at SCQF level 4