

SQA Advanced Unit specification

General information for centres

Unit title: Communication in Gaelic: Basic Operational Speaking and Listening Skills

Unit code: HT37 46

Unit purpose: This Unit is designed to develop speaking and listening skills in the target language within a social or work-related context, to establish everyday social relations, transact straightforward, everyday tasks and understand spoken materials of a straightforward, everyday nature.

It is relevant for those who would like to develop further their modern language skills to enhance their career prospects or for those who wish to learn the language for social purposes.

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 in a range of work-related and/or social contexts with speakers of the target language.
- 2 Understand spoken language relating to a range of work-related and/or social contexts to obtain information.

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.

Core Skills: There are opportunities to develop the Core Skill of Communication 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.

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Assessment: This Unit will be assessed by two Instruments of Assessment which will test the skills of Speaking and Listening. The assessments will be conducted under controlled conditions. Wherever possible, the assessments should be contextualised in a situation mirroring real-life tasks within a social or vocational context.

All assessments will be conducted under controlled and supervised conditions.

The **Speaking** assessment will consist of one spoken task lasting 6–8 minutes.

The **Listening** assessment will consist of one listening item or group of items of 3–4 minutes in total. The Listening item(s) may be heard three times. The speed at which item(s) are spoken is that of a sympathetic native speaker of the target language addressing language learners at this level and in normally-used social and/or work registers.

The total time required for the Listening assessment should not exceed 60 minutes.

The use of dictionaries is not allowed.

An exemplar instrument of assessment and marking guidelines are produced to indicate the national standard of achievement required at SCQF level 6.

SQA Advanced Unit specification: statement of standards

Unit title: Communication in Gaelic: Basic Operational Speaking and Listening Skills

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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 in a range of work-related and/or social contexts 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 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 work
- ◆ 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 **Speaking** assessment will consist of one task lasting 6–8 minutes.

The assessment will be conducted under controlled and supervised conditions.

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 do each of the following:

- ◆ 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

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- ◆ use a variety of expressions and straightforward sentence structures
- ◆ maintain oral communication through presentation, conversation, role-play, presentation 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 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 the necessary information and where necessary demonstrates 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 express 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

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

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

- ◆ take part in a conversation with a fluent speaker of the target language to convey and/or exchange information in a social context or related to their field of vocational study or employment (current or future), including matters of personal interest/personal views
- ◆ take part in a role-play scenario of a familiar nature which requires them to give and/or obtain information, in person or on the telephone, in a social or work context
- ◆ give a short oral presentation⁽¹⁾ on a topic relating to a work context, or on a topic of general and/or personal/social interest, and answer follow-up questions relating to the topic

⁽¹⁾ Presentation to include at the outset the candidate introducing him/herself, giving brief background information on his/her current studies/work and a short introduction to the topic to be presented.

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 6–8 minutes.

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. The presentation should be in the range of 2–4 minutes with 2–4 minutes for follow-up questions and answers. The time taken for the presentation and follow-up questions and answers should, however, last at least 6 minutes.

(If the overall time exceeds this the candidate 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.)

For the purposes of re-assessment of a conversation or role-play a different instrument of assessment/listening task must be chosen. In the case of a presentation the original presentation and follow-up questions may be re-done.

Outcome 2

Understand spoken language relating to a range of work-related and/or social contexts to obtain information

Knowledge and/or Skills

- ◆ Understand a wide variety of work-related and social vocabulary*
- ◆ Understand a range of polite forms of address, greeting and leave-taking and expressions of gratitude, regret, apology, annoyance
- ◆ Understand some less commonly-used, technical terms relevant to the area of work
- ◆ Understand numerical data
- ◆ Understand a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language
- ◆ Understand the present, past, future and conditional aspects, where appropriate to the language
- ◆ Understand commonly-used sentence structures in their positive, negative, imperative and interrogative forms
- ◆ Understand a range of complex sentence combinations, of which some are rehearsed models
- ◆ Understand a wide range of linking language, eg ‘although’, ‘provided that ...’
- ◆ Understand alternative terms and structures which modify register for different audiences and contexts

Evidence Requirements

The Listening assessment will consist of one item, or a group of items, of 3–4 minutes’ duration in total. The Listening item(s) may be heard three times. The speed at which item(s) are spoken is that of a sympathetic native speaker of the target language addressing language learners at this level and in normally-used social and/or work registers. The assessment will be undertaken in one sitting.

The total time required for the Listening assessment should not exceed 60 minutes.

The use of a dictionary is not allowed.

The assessment should be conducted under controlled and supervised conditions.

Understanding may be presented in any suitable way, eg 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 in one assessment task to:

- ◆ identify from a listening item or items in the target language the main content and theme
- ◆ understand information, ideas and opinions relating to a work context and/or a social context
- ◆ where requested, identify specific relevant detail as expressed

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 candidates are 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.

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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.

Performance Overview

The candidate can extract specific details and grasp the overall meaning of a range of extended passages spoken in normally-used social and work registers.

Understanding

The candidate listens to spoken items of some complexity on subjects related to his/her social interest or to work-related contexts and obtains factual information with a satisfactory level of detail and accuracy. Speakers will articulate at a reasonable speed.

The candidate extracts and understands essential information from stimulus material which contains a number of major and subsidiary points, including the expression of points of view.

The candidate understands a satisfactory proportion of detail and some of the opinions and ideas expressed.

The candidate may understand stimulus material of some complexity, only partially.

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

Assessment Guidelines

In preparing for this assessment, the candidate should be encouraged to participate in different listening exercises but will only be assessed on one, chosen as the most suitable to his/her area of interest.

The candidate could be required to understand one of the following listening tasks:

- ◆ a presentation or talk (live or recorded/extracted from a broadcast/recorded source) on a social or work-related topic
- ◆ a recorded factual item or short items (extracted from a broadcast or similar source) relating to a social or work context

The tasks can be undertaken in work-related contexts, and/or social contexts. They can be face-to-face communication, communication by telephone or by videophone, video-conferencing, web cam or similar (these can include recorded messages), standard broadcast items, recorded items, and can be in formal and informal settings.

The candidate may be required to demonstrate comprehension by one of the following methods:

- ◆ responding in English to questions in English
- ◆ choosing the correct multiple-choice option in English
- ◆ composing simple summaries in English
- ◆ composing notes in English under given headings
- ◆ listing in English the information contained in the spoken texts
- ◆ completing grids to indicate comprehension

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

Administrative Information

Unit code:	HT37 46
Unit title:	Communication in Gaelic: Basic Operational Speaking and Listening Skills
Superclass category:	FK
Original date of publication:	August 2017
Version:	01

History of changes:

Version	Description of change	Date

Source: SQA

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SQA Advanced Unit specification: support notes

Unit title: Communication in Gaelic: Basic Operational Speaking and Listening 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 part of a set of two Units at SCQF level 6 and may be taught as a free-standing Unit or as part of the set. To successfully complete the Unit and achieve the Outcomes, the candidates will be introduced to all four language skills, and appropriate language structures, but they will only be assessed on Listening and Speaking

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 and should be taught and assessed within a work-related or a social context.

The Unit has also been devised to allow for the progression and development of language skills at higher levels, generally as part of an SQA Advanced Certificate or SQA Advanced Diploma.

Content

- ◆ personal/social information as it relates to a social or work context (personal background details, details of place of residence, interests, skills, study details, work experience details)
- ◆ transactional contexts relating to the candidate's area of study or work (eg details of place of work and sector, obtaining and providing information goods and services, travel arrangements, directions, areas of information and interests related to work or social contexts)

Context

Social or work.

Speaking

Speak using varied language in a range of social and/or work contexts

Give varied accounts, reports and instructions

Take part in varied discussions

Face-to-face

Telephone

Videophone

Web cam

Listening

Listen to varied language in a range of social or work contexts

Understand varied accounts, reports and instructions

Understand varied discussions

Face-to-face

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Telephone
Videophone
Web cam
Recorded messages
Public announcements standard broadcasts

The Unit embeds the National Language Standards (revised 2005) for SVQ level 3 Speaking and Listening. The National Language Standards are published by CILT, The National Centre for Languages, 20 Bedfordbury, London, WC2N 4LB.

The Unit is also benchmarked against a Higher pass at Grade C.

Guidance on the delivery and assessment of 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 when looking for employment. It can also be delivered as a standalone Unit for those wishing to learn the language for social purposes.

Although the Unit is expressed in generic terms, where possible, it should be related to a context that is familiar to candidates.

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

Language structures appropriate to this level will underpin all Outcomes.

Assessment tasks should involve the kind of situations that a candidate will routinely be required to deal with on an everyday basis 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 work or social situations where use of the language studied may be required (eg giving details of place of work and sector, obtaining and providing information, goods and services, making travel and accommodation arrangements, buying items, making meeting arrangements, asking for directions, socialising). This is most likely to occur in formal or semi-formal settings.

Assessment will be by two Instruments of Assessment.

An opportunity for re-assessment should be given where candidates do not achieve a Pass. A new instrument of assessment should be chosen.

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.

This Unit covers the demands of:

- ◆ Oral Communication at SCQF level 4

Open learning

This Unit could be delivered by distance learning. However, it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence. Outcome 1 may have to be assessed in

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the presenting centre. The candidate may be required to travel to the centre if the telephone option is not appropriate, or if video-conferencing or similar interactive facilities are not available.

Arrangements would have to be made to ensure that the assessment for Outcome 2 is delivered in a supervised environment under controlled conditions.

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (SQA, 2000).

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 Gaelic: Basic Operational Speaking and Listening Skills

This Unit is designed to equip you with the ability to deal orally with a number of situations that involve using the target language in work or social contexts. It is primarily intended for candidates who expect to take up a post where some knowledge of the language would be beneficial or essential, or for those who want to improve their knowledge of the language for personal or social reasons.

The Unit may be studied alone or as a means to proceed to the second Unit: Communication in Gaelic: Basic Operational Reading and Writing Skills or as part of any Group Award programme.

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 enable you to use the language in a social context, either when travelling abroad or dealing with foreign visitors on the UK. To help you gain this ability you will develop all the skills necessary to function in another language at this level, including intercultural competence. You will also increase your knowledge about and understanding of the essential structures of the language you are studying. The language tasks will be practical and related to the context. You will be encouraged to work with other candidates in pairs or small groups, and role-play will form an important part of the Unit. There will also be a requirement for private study. Your tutor will guide you on this.

Overall, the knowledge and skills gained from this Unit will enable you to move to the next level, and to work towards becoming an independent language learner. This may help you in the future if you wish, choose or need to start learning another language for either work or personal reasons. The skills you will gain from this Unit may also be recorded in the European Language Portfolio, which has Europe-wide currency.

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.

Assessment

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 four assessments which test the skills of Speaking and Listening. These will be conducted under controlled and supervised conditions, on separate occasions during classes/tuition and will vary in length. The use of dictionaries will not be allowed.

The **Speaking Assessment (Outcome 1)** could be in the form of either a conversation or a role-play (either with your tutor or another speaker of the target language) or a short presentation on a familiar topic with follow-up questions. The assessment will last about 6–8 minutes. You will have the opportunity to practice these in class/with your tutor and you will be given an outline of what you need to do before the assessment. For the presentation you will need to prepare a structured talk and you will be given time and advice on how to do this.

For the **Listening Assessment (Outcome 2)** you will hear an item, or a series of short items, in the target language. You will need to make a summary, a series of short summaries or answer questions in English on what you have heard to show that you have understood the important details of the item or items. The listening item/s will be of 3–4 minutes' duration in total and you will be able to hear them three times. Adequate time (up to 60 minutes in total) will be given for you to complete this task.

If you do not achieve a Pass at the first attempt, an opportunity for re-assessment will be given.

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

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.

This Unit covers the demands of:

- ◆ Oral Communication at SCQF level 4