

## SQA Advanced Unit Specification

### General information for centres

**Unit title:** Gaelic for Work: Basic Operational

**Unit code:** HT3F 46

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

It is the first unit in a suite of three triple-credit units designed to develop skills in the target language specifically within a work-related context.

It is also relevant to those who would like to develop their language skills to enhance their career prospects generally in a variety of contexts

The unit embodies to 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 contexts and/or social contexts related to work with speakers of the target language.
- 2 understand spoken language relating to a range of work-related contexts and/or social contexts related to work to obtain information.
- 3 read documents written in the target language on work-related topics and/or social topics related to work
- 4 compose standard documents in the target language in work-related contexts.

**Credit points and level:** 3 SQA Credits at SCQF level 6: (24 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.*

---

## SQA Advanced Unit Specification

**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:

- ◆ the Core Skill of Communication at SCQF level 5
- ◆ English and Communication at National 5
- ◆ other qualifications comparable to the above

Some previous knowledge of the target language at a basic level would be helpful but is not essential. This could be demonstrated by achievement of one or both of:

- ◆ SQA Advanced Unit: Communication in Gaelic: Developing Basic Listening and Speaking Skills, SCQF level 5
- ◆ SQA Advanced Unit: Communication in Gaelic: Developing Basic Reading and Writing Skills, SCQF level 5

**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.

It may, however, also be taught as a stand-alone unit relating to language skills for a range of work-related contexts and social contexts related to work and/or generally for people travelling abroad or wishing to develop language skills to work abroad.

**Assessment:** This unit will be assessed by four instruments of assessment each of which will focus on a separate skill. 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 wished and appropriate.

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.

## SQA Advanced Unit Specification

The **Reading** assessment will consist of four documents. The combined total word-count for the reading items should be within the range of 500–650 words.

Documents may be considered individually or together.

The total time required for the Reading Assessment should not exceed 90 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 150–180 words in length.

The total time required for the Writing Assessment should not exceed 60 minutes.

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

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.

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

### SQA Advanced Unit specification: statement of standards

**Unit title:** Gaelic for Work: Basic Operational

**Unit code:** HT3F 46

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 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 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.

## SQA Advanced Unit Specification

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 a everyday nature
- ◆ 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.

## SQA Advanced Unit Specification

### 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, 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:

- ◆ take part in a conversation with a fluent speaker of the target language to convey and/or exchange information 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 work context
- ◆ give a short oral presentation<sup>(1)</sup> 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

<sup>(1)</sup> 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 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.)

## **SQA Advanced Unit Specification**

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.

## SQA Advanced Unit Specification

### Outcome 2

Understand spoken language relating to a range of work-related contexts and/or social contexts related to work 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 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 or contexts and/or a social context or contexts related to work
- ◆ 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.



## **SQA Advanced Unit Specification**

\* 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.

### **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 vocational studies 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, candidates should be encouraged to participate in different listening exercises but will only be assessed on one, chosen as the most suitable to their vocational area.

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

The tasks can be undertaken in work-related contexts, and/or social contexts related to work. 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.

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

- ◆ compose answers in English on what they have heard
- ◆ compose a short summary in English of what they have heard

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

## SQA Advanced Unit Specification

### Outcome 3

Read documents written in the target language on work-related topics and/or social topics related to work

#### 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
- ◆ Use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary\*

#### Evidence requirements

The **Reading** assessment will consist of four documents. The combined total word-count for the reading items should be within the range of 500–650 words.

Documents will contain mainly vocabulary and structures familiar to candidates.

The total time required for the Reading Assessment should not exceed 90 minutes and may take place **either** on a number of separate occasions dealing with one or more texts **or** on a single occasion, dealing with all four texts together.

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, eg written, oral, 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, when dealing with a folio of written documents which form one overall Reading assessment task, to:

- ◆ identify from a piece of text in the target language the main content and theme
- ◆ identify specific relevant details
- ◆ understand varied text in a range of work-related contexts and/or social contexts related to work

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

## SQA Advanced Unit Specification

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.

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 must be able to handle a range of materials, in a variety of formats and registers. The candidate should be able to scan texts for required details and bring together information, ideas and opinions in order to understand their overall meaning.

With the help of a dictionary, the candidate obtains factual information with a satisfactory level of detail and accuracy from text of some complexity likely to be encountered in a work-related context or in a social context related to work.

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

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

The candidate may understand text of some complexity, only partially.

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 and 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.

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

- ◆ an advertisement or other promotional material
- ◆ an article or extract/s from an article
- ◆ an extract/extracts from a brochure, booklet, manual
- ◆ an extract/extracts from a web page or similar
- ◆ a report or an extract from a report
- ◆ a formal letter
- ◆ an e-mail, fax or similar written text message
- ◆ a sign or notice

## SQA Advanced Unit Specification

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

- ◆ a short summary in English giving both the main theme or themes and some specific detail of each of the four documents as required. In the case of one of the documents to provide detailed information in English, including translation of part of its content.
- ◆ answers in English to a series of questions relating to the main themes and some specific content of each of the four texts

### Outcome 4

Compose standard documents in the target language in work-related contexts

#### 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 reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary\*

#### Evidence requirements

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

The written text produced, including conventional letter/report or similar conventional phraseology, should be in the range of 150–180 words in length.

The total time required for the Writing Assessment should not exceed 60 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.

Candidates should write at least the minimum number of words (excluding addresses), however, those candidates who write 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.

## SQA Advanced Unit Specification

The candidate must demonstrate his/her ability in the assessment task to:

- ◆ produce a piece of writing that is of a formal nature and which demonstrates appropriate use of register and a high level of accuracy of language.
- ◆ use some variety of straightforward sentence structure
- ◆ use appropriate layout and structure for a formal business document of this nature

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

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.

### **Performance overview:**

The candidate is able to produce text of the required length and adapt the style of writing as appropriate to the subject and readers. Formal writing is for the most part technically accurate. Any errors made do not interfere with the reader's overall understanding.

### **Content:**

With the help of a dictionary and notes on writing formats, the candidate produces straightforward text in the target language which is comprehensible to a sympathetic reader of the target language who has little or no knowledge of English.

Writing shows an attempt to clearly structure the presentation of information and incorporates all the points of information required.

The candidate shows sufficient awareness of the rules of grammar appropriate to this level to ensure comprehension in spite of errors. He/she use simple sentences possibly with the use of some memorised material and phraseology.

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

### **Assessment guidelines**

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

Candidates could be required to compose in a formal format in the target language:

- ◆ a work-related letter
- ◆ a message
- ◆ a short report
- ◆ a summary
- ◆ an account of an event

Texts should relate to work-related contexts or social contexts related to work.

## **SQA Advanced Unit Specification**

Documents will be produced in the target language and in a context which is relevant to the candidate's field of study or area of 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. Extra time should be allocated to this.

Adequate time should be given to compose the written document consulting both a dictionary and notes containing standard letter/message/report formats and phraseology. However, it is suggested that the total time required for the Writing Assessment should not exceed 60 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 verification purposes.

## SQA Advanced Unit Specification

### Administrative Information

<b>Unit code:</b>	HT3F 46
<b>Unit title:</b>	Gaelic for Work: Basic Operational
<b>Superclass category:</b>	FK
<b>Original date of publication:</b>	August 2017
<b>Version:</b>	01

### History of Changes:

Version	Description of change	Date

**Source:** SQA

© Scottish Qualifications Authority 2006, 2017

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

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

For further information, please 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**

### **SQA Advanced Unit Specification: support notes**

#### **Unit title:** Gaelic for Work: Basic 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 a modern foreign language will either be a necessary or a beneficial skill for candidates when looking for employment.

It is the first 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 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 higher levels, generally as part of an SQA Advanced Certificate or SQA Advanced Diploma.

The principle content of the unit should be:

- ◆ personal/social information as it relates to a 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 vocational/work contexts)

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. The unit is also benchmarked against English a Higher pass at grade C.



## SQA Advanced Unit Specification

### Guidance on the delivery and assessment of this unit

The unit can be approached from the standpoint of a person working in a work-related context and/or a social context related to work where he/she is required to deal with clients, colleagues or contacts from the country where the target language is spoken or used. Methods of communication could include, for example:

- ◆ face to face
- ◆ on the phone
- ◆ through listening to recorded, spoken sources
- ◆ through some forms of routine and predictable written documentation or correspondence

To successfully complete the unit and achieve the outcomes, the candidates will be introduced to all four language skills 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 candidates' awareness of the language as well as their confidence in using it. Candidates will then be encouraged to extract key facts from written sources and to develop writing skills to produce simple documents (letters, short reports, summaries, account of events) in standard formats.

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 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). This is most likely to occur in formal or semi-formal settings within the work context including socialising with a colleague/s from the country where the target language is spoken.

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

An opportunity for re-assessment 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.

This unit covers the demands of:

- ◆ Oral Communication at SCQF level 4

The Unit also goes some way towards meeting the demands of:

- ◆ Written Communication (Reading) at SCQF level 4
- ◆ Written Communication (Writing) at SCQF level 4

## **SQA Advanced Unit Specification**

### **Open learning**

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

Outcome 1 may have to be assessed in 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.

### **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](http://www.sqa.org.uk/assessmentarrangements).

## SQA Advanced Unit Specification

### General information for candidates

This unit is designed to equip you with the ability to deal with a number of commonly arising situations in the workplace that involve using another language. 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 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 level, as a stand-alone unit or as a means to prepare for and proceed to further study and the study of further SQA Advanced Units at Intermediate Operational and at Advanced Operational levels in time.

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. 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 and understanding of the essential structures of the language you are studying. The language tasks will be practical and related to the context of work. 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.

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.

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, Listening, Reading and Writing. These will be conducted under controlled and supervised conditions, on separate occasions during classes/tuition and will vary in length. In some assessments the use of dictionaries will be allowed and you may be able to refer to notes which give standard written formats in the target language (eg letter formats). Assessments will occur over a period of time but generally towards the end of the Unit. All pieces of written work will be kept in a folio by your tutor and you may keep copies of them.

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.

The **Speaking Assessment** 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** 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.

## SQA Advanced Unit Specification

For the **Reading Assessment** you will be given four written texts relating to the overall field of your study or work. These could be from the following:

- ◆ an advertisement or other promotional material
- ◆ an article or extract/s from an article
- ◆ an extract/extracts from a brochure, booklet, manual
- ◆ an extract/extracts from a web page or similar
- ◆ a report or extract from a report
- ◆ a formal letter in a work context
- ◆ an e-mail, fax or similar written text message
- ◆ a sign/notice

The total length/word-count of texts will be within the range of 500–650 words. You may be asked to produce a short summary of what the text is about in English or answer questions in English on the texts. In one case you may be asked to read the text in detail and give detailed information/a detailed summary in English of the text, possibly including translation of some part of the text. No prior information will be given about the contents of this task but you will be allowed to use a dictionary. You may be asked to look at the texts separately on different occasions or all together as a folio during class/tuition. Adequate time (up to 90 minutes in total) will be given in either circumstance for you to complete this task.

For the **Writing Assessment** you could be asked to compose a short letter, a message or a short report, summary or account of an event in a relevant business format relating to your work or field of study. You will be expected to produce between 150 and 180 words in total in the target language. You will be allowed to use a dictionary and to refer to notes giving standard letter, message or report formats and phraseology. Adequate time (up to 60 minutes in total) will be given for you to complete this task.

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.

This Unit covers the demands of:

- ◆ Oral Communication at SCQF level 4

The Unit also goes some way towards meeting the demands of:

- ◆ Written Communication (Reading) at SCQF level 4
- ◆ Written Communication (Writing) at SCQF level 4