



## National Unit Specification: general information

**UNIT** Personal and Social Language (Intermediate 1)

**NUMBER**

F3F0 10	Cantonese
D336 10	French
D462 10	German
D468 10	Italian
F3CY 10	Mandarin (Simplified)
F3D1 10	Mandarin (Traditional)
D474 10	Russian
D480 10	Spanish

**COURSE** Modern Languages (Intermediate 1)

This is a component Unit of Intermediate 1 Modern Languages.

### SUMMARY

This Unit aims to develop the candidate's competence in the use of language for social interaction. Thus, the focus will be on personal language, which will be learned in a number of defined situations and contexts.

### OUTCOMES

- 1 Convey and request information orally in the target language.
- 2 Demonstrate understanding of simple texts written in the target language on familiar topics.

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### Administrative Information

**Superclass:** FK

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## **National Unit Specification: general information (cont)**

**UNIT**          Personal and Social Language (Intermediate 1)

### **RECOMMENDED ENTRY**

While entry to the Unit is at the discretion of the centre, candidates would normally be expected to have attained:

- a minimum of two Units of the Access 3 coherent group of Units in the appropriate language
- Standard Grade in the appropriate language at grade 5 or 6
- or equivalent qualification

For certain beginner candidates, Intermediate 1 may be deemed the most suitable point of entry to the study of a foreign language.

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*)

*\*SCQF credit points are used to allocate credits to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT          Personal and Social Language (Intermediate 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

Content relates to the prescribed themes and topics outlined in Appendix 1.1.

#### **NOTE ON COVERAGE OF THEMES AND TOPICS**

Evidence that the candidate has reached the required level to pass a Unit will be generated by the completion of tasks and activities related to the specified outcomes. For each level, a number of prescribed themes and topics have been elaborated and it is by using language within the context of these themes and topics that candidates will display their level of performance. An assessment instrument used by a centre to show that the candidate has reached the level of the Unit may be devised by the centre according to set criteria or may be drawn from the National Assessment Bank. Such an instrument may cover only one of the prescribed themes. If a candidate gains a pass, no other proof of attainment of the outcome with respect to other themes is necessary. However, the centre should retain evidence (eg teaching notes, texts, plans, records of work, candidate notes), which can indicate that, by the end of the Unit, all prescribed themes have been covered by the candidate.

The justification for such an approach to gathering evidence of candidate performance lies in the nature of language development. The prescribed themes and topics provide the language contexts within which learners develop and then display their level of competence in the various skills of language use. It is not the context itself which defines a candidate's level of competence. The same topic can provide the context for levels of overall competence ranging from the near beginner to the native speaker. It is the level of performance in component competences - grammatical, socio-linguistic, cultural, strategic, discourse-related - which distinguish: a candidate operating at a certain level within one context (ie prescribed theme or topic) will be able to operate at the same level within another context. He or she may have to look up more words in a dictionary, or ask the interlocutor for help (both strategic competence-related activities) but the level of language used will be the same. Thus it is not necessary to require candidates to prove that they have reached the level of competence of the Unit in each of the prescribed themes. Once they have reached it in one, they have proved their ability. All that remains is to extend their coverage. Of course, many candidates will have to work through all the prescribed themes as they improve towards the level of the Unit and so early attempts at achieving the outcomes may not be successful.

The grade descriptions are context-free but at the lower levels the context is still important because the notion of recycling and transferring of language competence may not have been sufficiently developed.

The performance criteria for a pass for each skill should be interpreted, where appropriate, as being the same as the Grade C description in the course specification.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Personal and Social Language (Intermediate 1)

#### **OUTCOME 1**

Convey and request information orally in the target language.

##### **Performance criteria**

- (a) Uses forms of address appropriate to the context, including conventional greetings/leave-takings.
- (b) Understands and responds to comments and requests for information.
- (c) Provides and requests relevant information clearly.
- (d) Communicates effectively, using a limited range of structure and vocabulary, with sufficient accuracy appropriate to this level to ensure comprehension by a sympathetic speaker of the target language.
- (e) Demonstrates accent and intonation comprehensible to a sympathetic speaker of the target language.

##### **Evidence requirements**

A face-to-face conversation/simulation/role-play of approximately 2 minutes with the lecturer/teacher/foreign language assistant.

The performance will require the candidate to make statements, ask questions and use conventional greetings/leave-takings.

(NB Any one of the three Units can be chosen for the Speaking Assessment. Achievement of Speaking in one Unit will satisfy the internal requirements of the other Units. For candidates undertaking the Course, the Speaking Assessment should be audio-recorded for the purposes of verification).

#### **OUTCOME 2**

Demonstrate understanding of simple texts written in the target language on familiar topics.

##### **Performance criterion**

Demonstrate understanding of the main content and specific points of detail in the text.

##### **Evidence requirements**

Written work in English, or other appropriate evidence, demonstrating understanding of text of approximately 150-200 words written in the target language. A glossary of terms likely to prove difficult may be provided at the end of the reading text.

The task will be carried out under controlled conditions as outlined in Appendix B, normally within one continuous teaching block/period. Use of a dictionary is permitted.

## **National Unit Specification: support notes**

### **UNIT          Personal and Social Language (Intermediate 1)**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The purpose of the Unit is to enable candidates to communicate with confidence in the target language at a basic level, involving the exchange of information of a personal and social nature. For further information on the content and contexts within which this communication will take place, please see Appendix 1.1.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

##### ***Oral communication (Outcome 1)***

The candidate will be required to engage in a short conversation/simulation/role-play about her/himself relating to personal information and the following topic areas: self, family, home area, leisure interests, school/college. This will encourage the development of the candidate's ability to interact meaningfully with another person in oral communication.

##### ***Reading (Outcome 2)***

The sources for the texts may include personal correspondence and short magazine or newspaper articles. For the purpose of Unit assessment, candidates will be required to demonstrate comprehension of the main points of factual information by undertaking tasks such as the following:

- choosing the correct multiple-choice option
- responding in English to questions in English
- completing grids

A variety of these tasks should be used in the internal assessment of reading. A glossary of terms likely to prove difficult may be provided at the end of the text. Use of a dictionary is also permitted.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).