



## **National Unit specification: general information**

**Unit title:** French: Writing (SCQF level 4)

**Unit code:** FM9P 10

**Superclass:** FK

**Publication date:** June 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

This Unit is a free-standing unit which is suitable for learners who have an interest in a specific language but who have no or limited prior knowledge of that language.

In the course of the Unit, learners will develop the skill of writing to allow them to communicate at a basic level in a range of contexts relevant to their needs and interests. On completion of this Unit, candidates will be able to pursue further development in the skill of writing at SCQF level 5.

This Unit is one of a suite of four single-skill credit Units at SCQF level 4.

### **Outcomes**

- 1 Convey basic factual information in writing on matters of personal interest in the specific language.
- 2 Obtain or provide basic factual information in writing in a transactional context in the specific language.

### **Recommended entry**

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ an Access 3 and/or Intermediate 1 NC course or Unit in the same language or any other language
- ◆ the corresponding French Units for Speaking, Listening, Reading at this level

## **General information (cont)**

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### **Credit points and level**

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

*\*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 Access 1 to Doctorates.*

### **Core Skills**

There is no automatic certification of Core Skills in this Unit.

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

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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 SQA.

### **Outcome 1**

Convey basic factual information in writing on matters of personal interest in the specific language.

#### **Performance Criteria**

- (a) Convey information in appropriate format.
- (b) Use register, syntax, spelling and grammar appropriate to this level.
- (c) Demonstrate sufficient accuracy in syntax, spelling and grammar to convey meaning.

### **Outcome 2**

Obtain or provide basic factual information in writing in a transactional context in the specific language.

#### **Performance Criteria**

- (a) Obtain or provide information in appropriate format.
- (b) Use register, syntax, spelling and grammar appropriate to this level.
- (c) Demonstrate sufficient accuracy in syntax, spelling and grammar to convey meaning

## National Unit specification: statement of standards (cont)

**Unit title:** French: Writing (SCQF level 4)

### Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria. The specific evidence required for each Outcome is detailed below.

For **Outcome 1**, candidates will produce one piece of basic writing in which they will provide at least **ten** pieces of information in the context of matters of personal interest. This will be generated by candidates to demonstrate their ability to communicate in writing information as appropriate to the task, which may be in response to either a written or a spoken stimulus in English or the specific language. The evidence will be produced under supervised conditions.

The approximate duration of the assessment should be **30 minutes**.

For **Outcome 2**, candidates will produce one piece of basic writing in which they will obtain or provide at least **ten** pieces of information in a transactional context. This will be generated by candidates to demonstrate their ability to communicate in writing information as appropriate to the task, which may be in response to either a written or a spoken stimulus in English or the specific language. The evidence will be produced under supervised conditions.

The approximate duration of the assessment should be **30 minutes**.

During the assessments of writing, candidates may use a dictionary.

At this level, in writing it is permissible for the candidates to misspell words and use structures and words inaccurately as long as there is sufficient accuracy to convey overall meaning. The evidence for both Outcomes may be produced at appropriate points throughout the Unit, or towards the end of the Unit when candidates will have had the opportunity to develop their writing skills. If a centre wishes to integrate the assessment of Outcomes 1 and 2, it must ensure that all evidence is produced under the conditions stated above. The tasks may be linked by a common scenario where appropriate.

To achieve the Performance Criteria and Evidence Requirements for both Outcomes, assessments should not exceed a **total time of 1 hour**. The standard to be applied and the breadth of coverage are illustrated in the Assessment Support Pack (ASP) available for this Unit. Exemplification of good assessment practice and assessor checklists can also be found in the ASP for this Unit. When a centre designs its own assessments they should be of a comparable standard.

## National Unit specification: support notes

**Unit title:** French: Writing (SCQF level 4)

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

The Unit is suitable both for learners who have not previously studied a language, and for those learners who have completed this Unit at SCQF level 3 in the same language. Alternatively, it offers progression for learners who, on completion of a language course or unit in one language, wish to continue to develop their language skills in a different language.

As stated in the **Summary**, this Unit has been designed to be delivered in a context which is relevant to the needs and interests of the learners. As such it offers a built-in flexibility which allows the teacher/lecturer to adapt the content in order to suit the particular situations, interests and needs of his/her learner group or of individual learners.

While the Unit offers flexibility, it is nevertheless envisaged that coverage of some of the following topic areas would be appropriate:

#### Personal Language

- ◆ personal details
- ◆ family and family history
- ◆ physical description
- ◆ interests and leisure activities
- ◆ likes / dislikes (food and drink, sport, etc)
- ◆ home town/area
- ◆ holidays
- ◆ health issues
- ◆ job-related vocabulary and expressions
- ◆ days of week and months

#### Transactional Language

- ◆ numbers
- ◆ time
- ◆ public transport
- ◆ asking the way and giving directions
- ◆ providing and obtaining services (restaurant, hotel, tourist information, etc)
- ◆ shops and shopping (prices, quantity, size)
- ◆ obtaining/providing information about local facilities
- ◆ exchanging money
- ◆ alphabet

## National Unit specification: support notes (cont)

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Some of the proposed topics may be more relevant in certain contexts than in others. Teachers/lecturers have the flexibility to develop the language content to fit the needs of their learners, provided that in so doing, they offer sufficient coverage of relevant topics to allow their learners to achieve the Learning Outcomes and Performance Criteria.

Although this Unit is designed as free-standing, it could also be part of a cross-curricular package, with centres taking the opportunity to deliver it in conjunction with other units, for example in the areas of **Hospitality, Travel and Tourism, Business Administration and Care**. Similarly, links could be made between this Unit and the corresponding Units at SCQF level 4 which develop the skills of Speaking, Listening, and Reading. The teacher/lecturer should consider the opportunity of integrating the delivery of this Unit with one or more of the corresponding single credit Units at this level. For example, a meaningful integration for candidates would be of the units which develop the skills of Writing and Reading.

On completion of this Unit, candidates would be expected to be able to:

- ◆ convey basic information in writing, incorporating appropriate conventions, on some of the following matters of personal interest:
  - simple personal details (name, age, nationality, date of birth, family situation)
  - family and friends (name, description)
  - interests and leisure activities
  - likes and dislikes
  - home town/area
  - holidays
  - health issues
  - job situation
  
- ◆ obtain or provide basic information in writing, incorporating appropriate conventions, in some of the following transactional contexts:

### Transactional Language

- directions
- restaurant/café
- shopping
- public transport
- local facilities
- hotel
- alphabet

Delivery of the Unit could focus on those aspects of the above lists of topics and language content which are of particular relevance to the needs of specific learner groups. The approach adopted should reflect the principles of the communicative approach to language learning and teaching.

## National Unit specification: support notes (cont)

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### Guidance on learning and teaching approaches for this Unit

Learning and teaching should embrace a variety of writing activities relating to the proposed topic areas, such as:

- ◆ e-mails/texts
- ◆ messages/letters
- ◆ lists
- ◆ form completion
- ◆ short reports

Although the skills of Listening, Reading and Speaking are not assessed in this Unit, learners should be encouraged to undertake straightforward activities in these skills which are relevant to their individual requirements. The teacher/lecturer should consider the opportunity of integrating the delivery of this Unit with one or more of the corresponding single skill Units at this level.

### Opportunities for developing Core Skills

Throughout this Unit learners will concentrate on writing activities. These activities are ideal opportunities for learners to develop aspects of the Core Skill of Communication.

### Guidance on approaches to assessment for this Unit

The key principle in the assessment of this Unit is that the necessary information is conveyed as appropriate with the degree of accuracy required to ensure communication. As far as possible, writing activities should take place within an authentic and naturally-occurring context.

The two Outcomes focus on the productive use of the specific language. Learning Outcome 1 requires the learner to convey basic information in writing in the specific language in the context of matters of personal interest, whereas Learning Outcome 2 involves the learner in obtaining or providing basic information in writing in a transactional context. In both cases this may be in response to a written or spoken stimulus in English or in the specific language. The two Outcomes can be achieved individually, but centres may choose to adopt an integrative approach, whereby both Outcomes are achieved during the same assessment activity.

The first draft and any necessary redraft will each normally be produced within a suitable timeframe. Both the original draft, including teacher/lecturer comments, and the final version, must be retained.

## **National Unit specification: support notes (cont)**

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Assessments should be a natural result of the learning and teaching process, and as such should be conducted at an appropriate point in the delivery of the Unit. Candidates who satisfy both Outcomes and the Performance Criteria under the conditions stated in the Evidence Requirements will achieve the Unit award.

### **Re-assessment.**

There should be one reassessment opportunity, or in exceptional cases two, for each of the Learning Outcomes.

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)



## History of changes to Unit

Version	Description of change	Date

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