



National Unit specification: general information

Unit title: Urdu: Speaking (SCQF level 5)

Unit code: FN1M 11

Superclass: FK

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Summary

While this Unit is a free-standing Unit which has been designed primarily for delivery in the Further Education sector, it may also be suitable for delivery in a school setting. This Unit is a free-standing Unit which is suitable for learners who have an interest in a specific language but who may have no prior knowledge of that language.

In the course of the Unit, learners will develop the skill of speaking to allow them to communicate 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 speaking at SCQF level 6.

This Unit is one of a suite of four single-skill credit Units at SCQF level 5.

Outcomes

- 1 Take part in a discussion on matters of personal interest in the specific language.
- 2 Negotiate a transaction or service 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 Intermediate 1 and/or Intermediate 2 NC course or Unit in the same language or any other language
- ◆ the corresponding Gaelic Units for Listening, Reading and Writing at this level

General information (cont)

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Credit points and level

1 credit at Intermediate 2 (6 SCQF points at SCQF level 5*).

**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

Take part in a discussion on matters of personal interest in the specific language.

Performance Criteria

- (a) Use appropriate forms of address, including conventional greetings / leave-takings.
- (b) Exchange relevant information as appropriate.
- (c) Communicate effectively despite inaccuracies.
- (d) Use structures and vocabulary appropriate to purpose.
- (e) Demonstrate sufficiently accurate pronunciation to ensure comprehension.

Outcome 2

Negotiate a transaction or service in the specific language.

Performance Criteria

- (a) Use appropriate forms of address, including conventional greetings / leave-takings.
- (b) Complete the transaction, conveying the required information as appropriate and dealing effectively with any problems arising.
- (c) Communicate effectively despite inaccuracies.
- (d) Use structures and vocabulary appropriate to purpose.
- (e) Demonstrate sufficiently accurate pronunciation to ensure comprehension.

National Unit specification: statement of standards (cont)

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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 take part in a discussion with one other person. During the discussion, candidates must show the ability to participate in and sustain a conversation of **3–4 minutes** in length, in the course of which they provide the required information as appropriate. In addition, candidates must use appropriate conventions to begin and conclude the discussion. The assessment will be supportive and candidates will be permitted to request clarification/repetition in the specific language. The evidence will be generated on one assessment occasion and a written record/checklist will be retained by the assessor.

The evidence will be produced under supervised conditions.

The approximate duration of the discussion should be **5 minutes**.

For **Outcome 2**, candidates will negotiate a transaction or service with one other person, in the course of which they may have to either **provide** or **obtain** the relevant information or service, depending on the context. During the transaction, candidates will be expected to deal effectively with problems arising by proposing alternatives, giving advice, asking for help, etc. In addition, candidates must use appropriate conventions to begin and conclude the exchange. The assessment will be supportive and candidates will be permitted to request clarification/repetition in the specific language. The evidence will be generated on one assessment occasion and a written record/checklist will be retained by the assessor. The evidence will be produced under supervised conditions. The approximate duration of the transactional exchange should be **4 minutes**.

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 speaking skills. Although a greater level of accuracy is required at this level, occasional mispronunciation and inaccuracies in the use of words and structures are nevertheless permissible provided that they do not interfere with communication.

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. To achieve the Performance Criteria and Evidence Requirements for both Outcomes, assessments should not exceed a **total time of 8 minutes**.

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

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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 free-standing 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 4 in the same language. In addition, 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 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/personality
- ◆ interests and leisure activities
- ◆ likes / dislikes (food and drink, sport, etc)
- ◆ home town /area
- ◆ holidays
- ◆ health issues
- ◆ environmental issues
- ◆ daily routine
- ◆ past experiences
- ◆ future intentions
- ◆ expression of opinions/points of view
- ◆ job-related vocabulary and expressions
- ◆ days of week and months

National Unit specification: support notes (cont)

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Transactional Language

- ◆ numbers
- ◆ time
- ◆ public transport
- ◆ asking the way and giving directions
- ◆ providing and obtaining services (restaurant, hotel, tourist information)
- ◆ shops and shopping (prices, quantity, size)
- ◆ obtaining/giving information about local facilities
- ◆ dealing with emergencies (lost property, medical services, post office etc.)
- ◆ exchanging money
- ◆ alphabet

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, Business Administration, Travel and Tourism** and Care. Similarly, links could be made between this Unit and the corresponding Units at SCQF level 5 which develop the skills of Listening, Reading and Writing. The teacher/lecturer should consider the opportunity of integrating the delivery of this Unit with one or more of these corresponding single credit Units at this level. For example, a meaningful integration for candidates would be of the units which develop the skills of Speaking and Listening.

On completion of this Unit, candidates would be expected to be able to communicate on some of the following:

Personal Language

- ◆ provide personal details (name, age, nationality, date of birth, family situation)
- ◆ talk about family and friends (name, description, personality, history)
- ◆ talk about interests and leisure activities
- ◆ talk about likes and dislikes
- ◆ talk about home town/area
- ◆ talk about daily routine
- ◆ talk about holidays
- ◆ talk about health issues
- ◆ talk about environmental issues
- ◆ talk about past experiences/future intentions
- ◆ express opinions/points of view
- ◆ talk about job situation
- ◆ ask a speaker of the language about any of the above

National Unit specification: support notes (cont)

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Transactional Language

- ◆ use appropriate formal greetings
- ◆ ask the way and give directions
- ◆ order food and drink in a restaurant /café
- ◆ make purchases (price/size/colour, etc)
- ◆ provide/request information about public transport
- ◆ ask/give information about facilities in town/area
- ◆ deal with emergency situations
- ◆ book rooms in a hotel
- ◆ negotiate problems in any of above areas
- ◆ 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.

Guidance on learning and teaching approaches for this Unit

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

- ◆ role-plays
- ◆ group work
- ◆ simulations
- ◆ meeting others at home or abroad

Although the skills of Listening, Reading and Writing 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 these corresponding single skill Units at this level.

Opportunities for developing Core Skills

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

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

The key principle in the assessment of this Unit is that the necessary information is exchanged as appropriate and as far as possible within an authentic and naturally occurring exchange of information with the degree of accuracy required to be understood by a sympathetic listener. The two Outcomes focus on the productive use of the target language. Learning Outcome 1 requires the learner to demonstrate his/her ability to participate in a discussion in the target language, whereas Learning Outcome 2 involves the learner in successfully carrying out a transaction by either obtaining or providing information as appropriate, and by dealing effectively with any problems arising. 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.

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 re-assessment 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

History of changes to Unit

Version	Description of change	Date

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