National Unit Specification: general information

UNIT Gaelic (Learners) for Work Purposes (SCQF level 6)

CODE F3CD 12

SUMMARY

This Unit is a free-standing Unit and has been designed to be delivered in any vocational context relevant to candidates. The Unit is non-language specific and is suitable both for candidates who have a vocational interest in a specific language and for candidates who wish to further develop their knowledge of a specific language in a vocational context.

Candidates studying this Unit will develop the skills in Writing and Speaking needed to communicate in **any** vocational context using the language studied. These skills will be relevant if candidates wish to communicate in a vocational context, with **a speaker of the language in this country** or **in the country/countries in which the language is predominantly spoken**.

Candidates who complete this Unit will have acquired skills which will be useful for a career in which the language may be used.

OUTCOMES

1 Produce an extended piece of writing in a vocational context in the specific language.
2 Make a job-related presentation with follow-up discussion in the specific language.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates may benefit from having completed one of the following, or equivalent:

- an Intermediate 2 and/or Higher NC Course or Unit in the relevant language or in any other language.

Administrative Information

Superclass: FK

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CREDIT VALUE

1 credit at SCQF level 6 (6 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 Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit. However the Unit provides opportunities for candidates to develop aspects of the Core Skill of *Communication* through both writing and speaking activities.

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

Produce an extended piece of writing in a vocational context in the specific language.

Performance Criteria

(a) Use writing conventions appropriate to the chosen task.
(b) Provide and/or request appropriate information when completing the task.
(c) Use appropriate structures and vocabulary.
(d) Communicate with an appropriate degree of grammatical accuracy.

OUTCOME 2

Make a job-related presentation with follow-up discussion in the specific language.

Performance Criteria

(a) Use appropriate formal conventions and forms of address.
(b) Make a presentation which has appropriate structure and content.
(c) Provide and/or request appropriate information for the task.
(d) Use appropriate structures and vocabulary.
(e) Communicate with an appropriate degree of grammatical accuracy.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or spoken evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria. Outcomes may be assessed on an integrative or individual basis. Regardless of which approach is taken total assessment time should not exceed **55 minutes.**

The specific evidence required for each Outcome is detailed below:

For Outcome 1, candidates will be expected to produce one piece of written evidence in the specific language on one assessment occasion. This will be generated by candidates to demonstrate their ability to communicate in writing information as appropriate to the task. The piece of writing should address all relevant areas as appropriate, and should be between 150–200 words in length. The evidence will be produced under supervised conditions, up to a maximum of 50 minutes in duration.

The first draft and any necessary redraft will each normally be produced within one teaching period/block. Both original draft, including teacher/lecturer comments, and final version must be retained.

For Outcome 2, candidates will be given a clear brief to allow them to produce one piece of spoken evidence in the language they have studied. This spoken evidence will be generated on one assessment occasion and will be supported by, and recorded on, an assessor checklist. Candidates will make a short presentation, lasting approximately one minute, on a job-related topic, and participate with one other person in a follow-up discussion (maximum four minutes) developing from the presentation. Candidates must show evidence of the ability to participate in an extended conversation **and** to sustain performance with the degree of accuracy required at this level. In addition, candidates must use appropriate formal conventions and forms of address to begin and conclude the conversation. The assessment will be supportive and candidates will be permitted to request clarification/repetition in the specific language. The evidence will be produced under supervised conditions.

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 build language skills. During the assessment of Writing, candidates may use a vocabulary list/dictionary. Candidates may have access to their own notes consisting of a maximum of five headings, each with up to eight words in the specific language, during the assessment of Speaking.

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

The Unit is free-standing and is not written in the context of a specific language.

This Unit is suitable for those candidates who wish to develop their knowledge of a specific language in a vocational context. In addition, it offers progression for candidates who, on completion of a language Course or Unit **in another language**, wish to continue to develop their language skills in a predominantly **vocational** context.

On completion of the Unit, centres may wish to present candidates in another language, at the same level. This will enable candidates to build on existing knowledge and achievement and offer them the opportunity to enhance their skills and aptitude for employability without undertaking another Course in its entirety.

As stated in the *Summary*, this Unit has been designed to be delivered in any vocational context relevant to candidates, in the specific language. As such it has wide-ranging built-in flexibility which will allow candidates to develop the skills of Writing and Speaking in any vocational context relevant to their particular situations, interests and needs. Specific scenarios can be developed throughout the delivery of the Unit in order to meet the needs of a particular individual or group.

While the Unit offers flexibility and an element of choice, it is nevertheless envisaged that coverage of the following topic areas **may be appropriate:**

- **personal details**
- **personality**
- **numbers**
- **time**
- **days of week**
- **money matters**
- **leisure activities**
- **transport**
- **directions (prepositions)**
- **job-related expressions and vocabulary**
- **achievements to date, eg areas of study/languages/work experience**
- **past experiences, eg countries visited**
- **future career/plans/ambitions**
- **question formation**
- **letter-writing conventions**

It may be the case, for example, that some of the proposed topics are more relevant to a group of adults than to school pupils, or vice versa. Teachers/lecturers have the flexibility to develop language content to fit the needs of their candidates provided that, in so doing, they offer sufficient coverage of relevant topics to allow their candidates to achieve both Outcomes and all Performance Criteria.

National Unit Specification: support notes (cont)

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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 with other vocational Units in, for example, the areas of Hospitality or Travel and Tourism. Similarly, links could be made between this Unit and the topic areas in the *Language in Work* **(Higher)** Unit.

Depending on the context in which this Unit is being delivered, candidates **may** need to be able to:

use personal language, in both written and spoken form, to:

- provide personal details
- provide information about personality/interests/leisure activities/achievements to date/past experiences/future plans and ambitions

use vocational language, in both written and spoken form, to:

- make appropriate formal greetings
- talk about work conditions, eg starting and finishing times/salary/days/breaks/basic house-keeping arrangements/locations and facilities/how to get to place of work
- give opinions of a job or work experience

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 candidate 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 which relate to the stated aims and allow for successful completion of the tasks.

Although the skills of Reading and Listening are not assessed, candidates should be encouraged in the course of the Unit to undertake reading and listening activities which are appropriate to this level and which are relevant to their individual requirements.

Delivery of this Unit might be enhanced by linking learning and teaching with the Common European Framework of Reference (CEFR *Portfolio*) which can be sourced on the internet.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in both writing and speaking activities. These activities are ideal opportunities for candidates 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

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003), SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The key principle in the assessment of this Unit is that the necessary information is conveyed as appropriate, either in writing or in speaking, with the degree of accuracy commensurate with this level.

For Outcome 1 the evidence could take the form of writing a stand-alone report, or of providing and requesting information as appropriate in response to a written or spoken job-related stimulus. Information technology can be used as appropriate, for example electronic presentation or the creation of weblogs (blogging).

The two Outcomes can be achieved individually, but centres may wish to consider adopting an integrative approach, whereby both Outcomes are achieved during the same activity. The piece of writing could be used by the candidate, in note form, as the framework for his/her presentation and discussion. Alternatively, the speaking activity could serve as the stimulus for the candidate's piece of writing.

Assessment 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.

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**