



National Unit Specification: general information

UNIT Urdu for Work Purposes (Intermediate 1)

CODE F3CE 10

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 for candidates who have a vocational interest in a specific language but who have little or no experience of that language.

Candidates studying this Unit will develop the basic skills in Speaking and Reading needed to communicate in **any** vocational context using the language studied. These skills will be relevant if candidates wish to communicate at a basic level, 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 be able to pursue further study at Intermediate 2 level in the language, in preparation for a career in which the language may be used.

OUTCOMES

- 1 Take part in a job-related discussion in the specific language.
- 2 Demonstrate understanding of basic vocational texts written 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 Access 3 and/or Intermediate 1 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 Intermediate 1 (6 SCQF credit 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 the Scottish Qualifications Authority.

OUTCOME 1

Take part in a job-related discussion in the specific language.

Performance Criteria

- (a) Begin and conclude the discussion using appropriate formal conventions and forms of address.
- (b) Respond appropriately to requests for information.
- (c) Request information as appropriate to purpose.
- (d) Use structures and vocabulary appropriate to purpose.
- (e) Demonstrate accent and intonation which are comprehensible to a sympathetic listener.

OUTCOME 2

Demonstrate understanding of basic vocational texts written in the specific language.

Performance Criteria

- (a) Identify correctly the main points of the text(s).
- (b) Identify correctly points of detail in the text(s).

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 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 participate in a job-related discussion with one other person. The discussion will be **either** face-to-face **or** telephone based. During the discussion, candidates must answer at least **six** questions and ask at least **two** relevant questions. 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.

At this level, when speaking, it is permissible for candidates to mispronounce and use words inaccurately as long as their contribution to the discussion can still be understood by a sympathetic listener.

National Unit Specification: statement of standards (cont)

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For Outcome 2, candidates will be expected to produce one piece of written and/or spoken evidence in English on one assessment occasion. This will be generated by candidates to demonstrate understanding of one or two written job-related texts **or** a number of connected job-related texts in the language studied. In either case the total word count of the text(s) should not exceed **200** words. Candidates will produce the evidence in response to written/spoken questions based on the written text(s). 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 Reading, candidates may use a vocabulary list/dictionary.

To achieve the Performance Criteria and Evidence Requirements for both Outcomes, assessments should not exceed a **total time of 40 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 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 Urdu for Work Purposes (Intermediate 1)

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 who have not previously studied a language and for those candidates who have completed the Unit at Access 3 in the specific language. 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 Speaking and Reading 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**
- ◆ **areas of study**
- ◆ **transport**
- ◆ **directions (prepositions)**
- ◆ **job-related expressions and vocabulary**
- ◆ **work experience**
- ◆ **future career**
- ◆ **telephone 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 (Intermediate 1)* Unit.

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

use personal language to:

- ◆ provide simple personal details
- ◆ talk about personality/interests/leisure activities/areas of study/work experience/future ambitions
- ◆ ask a speaker of the specific language about any of the above

use vocational language to:

- ◆ make appropriate formal greetings
- ◆ talk about work conditions eg starting and finishing times/salary/days/breaks/basic house-keeping arrangements
- ◆ talk about locations/facilities/how to get to place of work
- ◆ give some opinions of job
- ◆ ask a speaker of the specific language about any of the above
- ◆ take part in simple telephone conversations

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 relating to the proposed topic areas, such as:

- ◆ role-plays
- ◆ simulations
- ◆ meeting others in a vocational context

Although the skills of Listening and Writing are not assessed, candidates should be encouraged in the course of the Unit to undertake straightforward listening and writing activities 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 speaking and reading 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 communications 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 principles in the assessment of this Unit are that the necessary information is conveyed as appropriate with the degree of accuracy required to be understood by a sympathetic speaker and that candidates can recognise specific points of detail and demonstrate understanding of written texts.

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.

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).