

## National Unit Specification: general information

**UNIT** Life in Another Country – Optional Language (Access 2)

**NUMBER** D75N 08

### COURSE

### SUMMARY

The unit aims to develop candidate awareness of lifestyles other than their own and to encourage reflection on similarities and differences while gaining some limited experience of the foreign language.

### OUTCOMES

- 1 Compare aspects of life in a country other than Britain with the same aspects of life in your community.
- 2 In respect of the main language used in the country being studied, demonstrate understanding of a limited range of vocabulary associated with each of the aspects of life being studied.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 2.

### CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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## Administrative Information

**Superclass:** FK

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

### **UNIT**      Life in Another Country – Optional Language (Access 2)

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**

Compare aspects of life in a country other than Britain with the same aspects of life in your community.

#### **Performance criteria**

- a) Based on the selected topics, two aspects of life in the country being studied are described by giving at least six key points of information for each aspect.
- b) In respect of each aspect studied, at least three comparisons between life in the foreign country and the same aspects in the candidate's own community are made.

#### **Evidence requirements**

Evidence to meet the requirements of both performance criteria may include oral/signed and/or written and/or illustrative work in English and/or the target language. Any form of communication may be used, verbal or non-verbal.

#### **OUTCOME 2**

In respect of the main language used in the country being studied, demonstrate understanding of a limited range of vocabulary associated with each of the aspects of life being studied.

#### **Performance criterion**

Familiarity with at least eight words and phrases relevant to each aspect studied is demonstrated.

#### **Evidence requirements**

Evidence to meet the performance criterion with regard to two aspects of life may include oral/signed and/or written and/or illustrative work in English and/or the target language. Any form of communication may be used, verbal or non-verbal.

## National Unit Specification: support notes

**UNIT** Life in Another Country – Optional Language (Access 2)

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 unit may be studied as a stand-alone unit or as part of an integrated programme of work involving units in other subjects. The unit can also contribute to the Scottish Group Awards at Access 2 and Access 3.

Outcomes 1 and 2 should be related and should be chosen from the list of topics in Appendices 1.1, 1.2 and 1.3.

The content of the unit should take into account the candidate's experience and interests. Where possible, candidates should be involved in making decisions regarding the topics from which the aspects of life are drawn.

The design of the programme of study should take into account the aims of this unit:

- to provide opportunities for candidates to compare some aspects of life in another country with their experience in their own community
- to provide a context for language learning

The unit aims to develop candidates' awareness of the existence of foreign lifestyles and an appreciation of the ways in which they are both similar to and different from their own.

The unit requires the candidate to study two aspects of life and language in a country where the language being studied is the main language or one of the main languages. The aspects chosen for study will be related to any two topics drawn from those listed in Appendices 1.1, 1.2 and 1.3. Topics chosen should be straightforward and should relate to concepts familiar to the candidate and, where possible, to candidate interests. Outcome 2 (language awareness) should be linked with Outcome 1 (study of an aspect of lifestyle) for each of the topics. Reference to a word list is permitted for all outcomes.

This unit does not form part of any of the Clusters for Modern Languages at Access 2. Where centres wish to offer *Life in Another Country* as a component of an Access 2 Cluster, or if the main language or one of the main languages of the country studied is French, German, Italian, Russian or Spanish, the component unit of the appropriate Cluster should be used. The relevant units are:

D562 08	French: Life in Another Country
D564 08	German: Life in Another Country
D566 08	Italian: Life in Another Country
D568 08	Russian: Life in Another Country
D570 08	Spanish: Life in Another Country

(These are the units in the Modern Languages Clusters).

## National Unit Specification: support notes (cont)

**UNIT** Life in Another Country – Optional Language (Access 2)

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

This unit is aimed at a wide population of learners, some of whom may require additional support for learning. The emphasis in this unit will be on expanding the candidate's awareness of the world without losing touch with his/her own experience. While adding a European or global dimension to the candidate's programme of work, the aspects of the foreign country studied should also lead to a greater awareness of local contexts. In some cases it may be possible to link this unit with units studied in other parts of the curriculum. For example, shopping abroad may be linked with local consumer studies; foreign food with nutritional studies; folk music with aesthetic awareness.

In the unit, study of the foreign country and discussions relating to similarities and differences will be carried out mainly in the mother tongue. Candidates will be encouraged to become familiar with a limited number of associated relevant foreign words and phrases and to use them in their study. At this level, concepts will be familiar. A considerable amount of support may be needed. It should be remembered that some candidates working at this level will have difficulty imagining themselves in different situations and account should be taken of this in designing activities.

The unit would be particularly effective if linked to a planned visit to the country in question, organised, for example, by the school or college.

#### ***Outcome 1***

At each stage in the programme, candidates should be encouraged to comment on similarities and differences between the foreign country and their own experience. For some candidates, the realisation that people speak differently and enjoy different lifestyles will be a novel idea and it will be important to help them to appreciate that things can be different without necessarily being better or worse. The notion of diversity might be followed through by looking at diversity within their own local community, their own school or college, or their own candidate group.

Information about the country and topics to be investigated can be presented in whatever format or combination of formats is appropriate, and candidates may communicate their findings and their opinions in whatever form is most appropriate for them.

#### ***Outcome 2***

The foreign language element in this unit is designed to be accessible to all candidates. The linguistic aim in this unit, therefore, is language awareness rather than communicative competence. The vocabulary studies should be closely linked to the aspects of life studied for Outcome 1. Understanding may be demonstrated as part of the task associated with Outcome 1, for example:

- visual presentation (poster, photo collage, scrapbook, map or diagram) accompanied by simple labels in the foreign language. The labels should, where possible, be selected and prepared by the candidate. The candidate should be able to pronounce most of the words correctly and be able to say what they mean
- pairing pictures and text correctly and saying what is indicated by the text
- labelling correctly a collection of relevant items; being able to read the labels and say with which item they should be associated even when separated from the item
- preparing a foreign dish accompanied by simple labelling; being able to read the labels and explain contents

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- cooking a foreign dish from a simple recipe in the foreign language; being able to read the list of ingredients

Candidates who are undertaking more extended language study should be provided with opportunities to demonstrate their language awareness in a wider range of ways, including participation in communicative activities. Teachers/lecturers should be alert to the possibility of designing the programme of study in such a way that assessment of Outcome 2 in this unit could be overtaken in the course of assessment of outcomes in other units.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Assessment will focus only on ideas and language which are familiar and which have been rehearsed.

#### *Outcome 1*

Any number of investigations may be carried out during the programme of study. In order to achieve Outcome 1 the candidate will be assessed on a minimum of two topics, selected from those listed in Appendix 1.

#### **Performance criteria**

- PC(a) On each occasion the candidate will provide evidence of the learning which has taken place by describing at least six key points of what has been learned with regard to each aspect. This description may be given orally in the course of an extended conversation with the assessor, or through the medium of illustrative work (eg, a poster, scrapbook), or both. Where information is presented visually, the assessor should ascertain by means of questioning that the candidate is indeed aware of the points made. The candidate's normal mode of communication will be used.
- PC(b) In the course of the description, or immediately following it, the candidate should point out ways in which the country and the lifestyles are similar to or different from his or her own. At least three comparisons should be made. These comparisons may be offered by the candidate or elicited by the teacher/lecturer in the course of conversation. The comparisons may also be made visually as part of illustrative work done in fulfilment of the first performance criterion, however the assessor should ascertain by means of questioning that the candidate is indeed aware of the points made. In conversation, the candidate's normal mode of communication will be used.

#### **Evidence requirements**

The extended conversation upon which the evidence for the achievement of the performance criteria is based may be more wide-ranging than is required by the assessment arrangements. Candidates who are able to do so should be encouraged to express their own ideas and opinions at some length without being constrained by the evidence requirements. The topic investigated should be noted, and a brief indication of the type of evidence presented should be recorded and retained for moderation purposes.

## National Unit Specification: support notes (cont)

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Assessment should not be unduly formal and may be carried out in the course of normal learning.

### **Outcome 2**

To achieve this outcome the candidate should demonstrate familiarity with at least eight words or phrases relevant to each aspect of life studied. Two aspects of life should be studied. The aspects of life should be the ones investigated in the course of working towards Outcome 1.

### **Performance criterion**

The candidate may demonstrate familiarity with elements of the foreign language in a number of ways. Examples are given in the National Assessment Bank materials. Whatever method is devised, in order for the outcome to be achieved, the candidate should be able to demonstrate with confidence his/her familiarity with the elements of the language which have been studied.

### **Evidence requirements**

Achievement will be recorded when the assessor is satisfied that the level of mastery aimed at has been achieved.

Assessment should not be unduly formal and may be carried out in the course of normal lessons.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

**LANGUAGE CONTENT****Appendix 1.1**

## Personal Language

**Note**

Any two topics to be covered

<b>Themes</b>	<b>Topics</b>	<b>Topic Development</b>
Lifestyles	Personal identification  House/home town  Free time	<ul style="list-style-type: none"> <li>• self</li> <li>• family members</li> <li>• friends/colleagues/fellow candidates</li> <li>• pets</li> <li>• colours</li> <li>• accommodation</li> <li>• personal possessions</li> <li>• places in town</li> <li>• simple directions</li> <li>• leisure activities/interests</li> <li>• television</li> </ul>
Education	Daily routine in learning environment, (eg. school/college)	<ul style="list-style-type: none"> <li>• language of the learning environment</li> <li>• objects of the learning environment</li> <li>• subjects studied</li> <li>• time</li> <li>• careers</li> </ul>

**LANGUAGE CONTENT****Appendix 1.2**

Transactional Language

**Note**

Any two topics to be covered

<b>Themes</b>	<b>Topics</b>	<b>Topic Development</b>
The Wider World	<p>Within the context of a real or imaginary visit to the country:</p> <p>Shopping</p> <p>Eating out</p> <p>Travel/Touring</p> <p>Accommodation</p>	<ul style="list-style-type: none"> <li>• numbers/quantities</li> <li>• prices/money</li> <li>• food and drink</li> <li>• presents/souvenirs</li> <li>• menus</li> <li>• ordering food/drink</li> <li>• holiday</li> <li>• transport</li> <li>• places/directions</li> <li>• times/dates</li> <li>• hotel/campsite/hostel</li> </ul>

**LANGUAGE CONTENT****Appendix 1.3**

## Language in Work

**Note**

Any two topics to be covered

<b>Themes</b>	<b>Topics</b>	<b>Topic Development</b>
The World of Work	Within the context of work in this country with visitors from abroad: <ul style="list-style-type: none"> <li>• Shops</li> <li>• Café/restaurant</li> <li>• Travel/tourism</li> <li>• Hospitality</li> </ul>	<ul style="list-style-type: none"> <li>• formal greeting/leavetaking</li> <li>• numbers/quantities</li> <li>• money/prices</li> <li>• food and drink</li> <li>• menus</li> <li>• tickets</li> <li>• transport</li> <li>• places/facilities</li> <li>• times/dates</li> <li>• hotel/campsite/hostel/bed and breakfast</li> <li>• reception</li> </ul>