

# Draft National Unit Specification



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**Unit title:** Understanding Language (Access 3)

**SCQF:** level 3 (9 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to provide learners with the opportunity to develop listening and reading skills in the modern language, and to develop their knowledge of simple language in familiar, routine contexts such as society, learning, employability, and culture.

Learners who complete this Unit will be able to:

- 1 Understand simple written language
- 2 Understand simple spoken language

This Unit is a mandatory Unit of the Access 3 Modern Languages Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Access 2 Modern Languages Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### 1 Understand simple written language by:

- 1.1 Identifying basic information
- 1.2 Explaining the meaning of some aspects of detail

### Outcome 2

The learner will:

#### 2 Understand simple spoken language by:

- 2.1 Identifying basic information
- 2.2 Explaining the meaning of some aspects of detail

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit, learners will be required to provide evidence of:

- ◆ understanding at least two simple written texts
- ◆ understanding at least two simple spoken activities

Evidence should be gathered in combination with other Outcomes where possible, either from this Unit or in combination with the Outcomes from the Unit *Modern Languages: Using Language*. Evidence may also be gathered for individual Outcomes where appropriate.

All Assessment Standards must be achieved in each piece of evidence.

Familiar contexts will be drawn from at least one of the following: society, learning, employability, or culture.

Evidence of reading can be gathered using one source or more, and can include written or digital texts. Learners can use a bilingual dictionary or a glossary of terms likely to prove difficult, as appropriate.

Evidence of listening can be gathered from one activity, or more. Evidence of listening can be gathered from learners' interactions or through the use of audio, moving image, web-based or other digital media.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## **Development of skills for learning, skills for life and skills for work**

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

### **4 Employability, enterprise and citizenship**

#### 4.6 Citizenship

### **5 Thinking skills**

#### 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** December 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: **[www.sqa.org.uk](http://www.sqa.org.uk)** to ensure they are using the most up-to-date version of the Unit Specification.