

## National 2 Modern Languages Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 2 Modern Languages Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, and the *Unit Specifications* for the Units in the Course.

# General guidance on the Course

## Aims

The Course will develop learners' awareness of other communities and cultures and develop learners' language skills.

The Course provides enjoyable and worthwhile educational experiences which will broaden horizons, build awareness of the concepts of community and culture, and encourage participation in another community through using its language.

In particular, the Course aims to enable learners to:

- ◆ compare aspects of their own community and culture with another community and culture
- ◆ show an understanding of simple words and phrases in the modern language
- ◆ write or say simple words and phrases in the modern language
- ◆ read or listen to simple words and phrases in the modern language

## Progression into this Course

Entry to this Course is at the discretion of the centre.

Prior to undertaking this Course, learners would benefit from having an awareness of communication skills and a basic knowledge of language.

By building on the early and first level experiences and outcomes for Modern Languages, this qualification will provide learners with opportunities to consolidate and further extend their communication and language skills.

This qualification may be suitable for learners who have successfully completed Units in Modern Languages, English, Communication or related areas at SCQF level 1. Learners are likely to have completed Units/Courses in English or Communication at SCQF level 2 prior to undertaking National 2 Modern Languages.

## Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding. The table below shows where there are opportunities to develop these within the individual Units.

<b>Skills, knowledge and understanding</b>	<b>Unit title</b>
show an understanding of aspects of the learner's own community and culture and the community and culture of another country	Life in Another Country OR Life in a Gaelic Speaking Area
understand simple words and phrases in the modern language	Life in Another Country OR Life in a Gaelic Speaking Area
show understanding of simple words and phrases in the modern language in the context of lifestyles and/or education	Personal Language
interact with another user of the modern language by communicating and responding in the context of lifestyles and/or education	Personal Language
show understanding of simple words and phrases in the modern language in the context of shopping, eating out, travel/touring, accommodation or an equivalent topic	Transactional Language
interact with another user of the modern language by communicating and responding in the context of shopping, eating out, travel/touring, accommodation or an equivalent topic	Transactional Language
show understanding of simple words and phrases in the modern language in the context of work	Language in Work
interact with another user of the modern language by communicating and responding in the context of work	Language in Work

## Progression from this Course

Learners may progress from National 2 Modern Languages to other Units or Courses at National 2.

Related Courses at National 2 level which would provide opportunities for consolidation and breadth of learning in the area of language include Courses in other Modern Languages.

Related Courses at National 3 level which would provide opportunities for consolidation and extension in the area of language include the National 3 Modern Languages Courses and Modern Languages for Work Purposes (SCQF level 3).

The language skills developed within the National 2 Modern Languages Course will also support learners to progress to further study, employment and/or training.

## **Hierarchies**

**Hierarchy** is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

### **Relationships between National 3 and National 2 Units**

A National 3 Unit may provide some evidence which can be used for a National 2 Unit. Where this occurs, teachers /lecturers should refer to the Outcomes and Assessment Standards of the National 2 Unit to determine what additional evidence is required.

# Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching which can be used for any of the component Units within the Course.

Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

The skills based focus of the Course readily lends itself to a variety of approaches to learning and teaching which reflect those used within a broad general education and the values and principles of Curriculum for Excellence.

Learning should, where possible, be relevant to the learner's everyday life, their overall learning programme and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

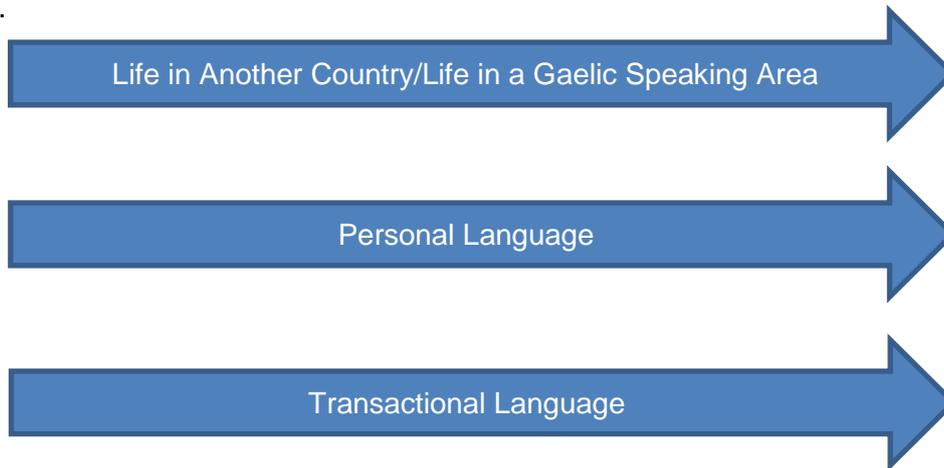
Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

The distribution of time between the various Units is a matter of professional judgement and is entirely at the discretion of the centre. Each Unit is likely to require an approximately equal time allocation, although this may depend on the learners' prior learning in the different topic areas, learning and teaching methods adopted and the design of the Course.

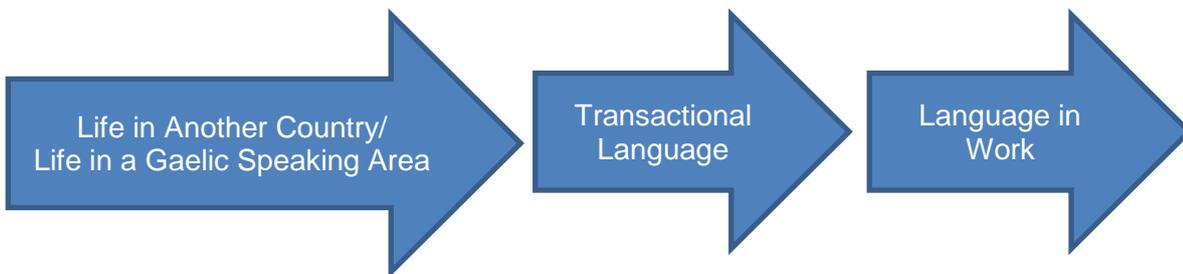
## **Sequencing and integration of Units**

The National 2 Modern Languages Course contains Outcomes which can be delivered and assessed in a variety of ways. Skills are likely to be taught in an integrated way and the amount of time spent on each of the skills and each of the Units will depend on the needs of the learners and prior skills, knowledge and understanding.

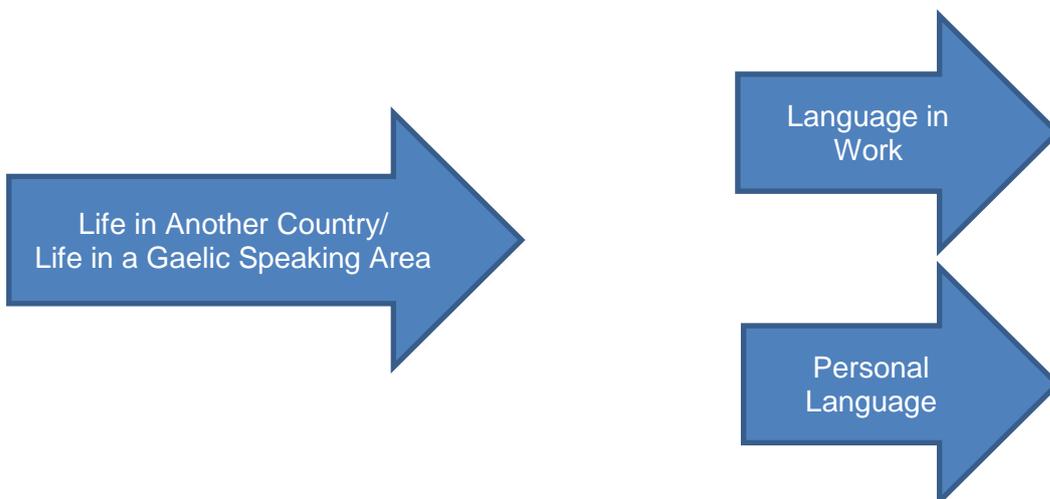
The following diagram illustrates an integrated approach to delivering the Units where Personal Language and Transactional Language are the chosen Optional Units.



Units can also be delivered in sequence. This type of delivery allows for a focus on specific skills. The following diagram illustrates this approach.



Alternatively, Units may be delivered sequentially and 'in parallel'. This type of delivery also allows for a focus on specific skills.



Learners will benefit from developing skills as part of the Life in Another Country Unit (or the Life in a Gaelic Speaking Area Unit) before developing the language skills in the other Units in the Course. This is because the Life in Another Country Unit can provide a context for the language learning in the other Units. Teachers/lecturers will use their professional judgement when developing learning and teaching programmes.

It is important that learners develop their literacy and communication skills to support their learning within National 2 Modern Languages. The skills of listening and talking, in particular, underpin the Optional Units within the Course.

Teachers/lecturers will use different learning and teaching strategies to suit the needs of all learners. Individual, paired and group work will support learners as will active learning approaches.

The skills within the National 2 Modern Languages Course can be developed in a wide range of contexts and activities, for example:

- ◆ making posters for events, for example for a focus week about another country or culture
- ◆ an outing to watch a film in the modern language or to a restaurant serving the cuisine of another country
- ◆ interviewing a speaker of the modern language about his/her work
- ◆ planning and running a 'café in another country' event by writing invitations, posters, menus in the modern language and interacting in the modern language
- ◆ create a presentation about weather in another country
- ◆ using an online portfolio, eg using the European Language Portfolio to record a language 'passport'

Active learner involvement and cooperative learning strategies will support learners. Using ICT in creative and innovative ways will be a valuable resource in creating inclusive learning and teaching approaches, for example accessing websites in the modern language.

Learners will be motivated within National 2 Modern Languages by, for example, making choices about topics or texts.

### **Life in Another Country (National 2) Unit or Life in a Gaelic Speaking Area (National 2) Unit**

Learning and teaching activities will focus on identifying similarities and differences between cultures and communities. Suggested topics for this Unit are contained in Appendix 1. There will also be a focus on developing learners' understanding of simple words and/or phrases in the modern language; it is very likely that these simple words and phrases will be used within the activities for Outcome 1. For example, learners might create a display about differences between healthy living in the learners country or community and that in another country or community, using labels with words or phrases in the modern language.

### **Personal Language (National 2), Transactional Language (National 2) and Language in Work (National 2) Units**

Learning and teaching activities will focus on supporting learners to understand and use simple personal or transactional language. At this level, concepts will be familiar and language will be simple. The emphasis is on encouraging learners to interact in situations in which the modern language is used. Learning and teaching will focus on a variety of communicative activities related to the topics studied.

## Developing skills for learning, skills for life and skills for work

The table below provides some suggested opportunities of how thinking skills can be developed within the National 2 Modern Languages Course.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
5.0 Thinking Skills	
5.2 Understanding Understanding is the ability to demonstrate the meaning of items of information, to explain the order of events in a sequence, and to interpret in a different setting or context.	Learners will develop their understanding skills when they read texts and find information or when they explain the ideas within a text.
5.5 Creating Creating is the ability to design something innovative or to further develop an existing thing by adding new dimensions or approaches. It also includes the ability to make, write, say or do something new.	Learners will develop their creating skills when they create new texts or when they express themselves using 'new' words or contribute their own ideas to discussion.

# Approaches to assessment

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

## **Assessment strategies and methods**

There are a wide variety of assessment strategies and methods which can be used within the National 2 Modern Languages Course.

Evidence for assessment purposes is likely to be gathered on a naturally occurring, on-going basis, rather than from more formal assessment methods. There may be opportunities in the day-to-day delivery of the Course to observe learners providing evidence which satisfies completely or partially, a Unit or Units. This is naturally occurring evidence.

Evidence for the Course will require the learner to demonstrate the following Outcomes. The table below contains the Outcomes for each Unit, the evidence requirements and some suggested examples of evidence.

<b>Unit title</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Evidence requirements</b>	<b>Suggested examples of evidence</b>
Life in Another Country OR Life in a Gaelic Speaking Area	Show an understanding of aspects of the learner's own community and culture and the culture of another country/ community	Understand simple words and phrases in the modern language	Identify six similarities and/or differences about two aspects of life in another country/ community AND Identify at least eight simple words and/or phrases about two aspects of life in another country/ community	Learner labels maps of two towns or cities (one in the learners local area and one in another country/ community) with six similarities/differences using eight words/phrases in the modern language  AND Learner compares food and drink in the learners local community with that in another country/ community by writing six comparison sentences about each. The learner will create a menu using eight words/phrases in the modern language
Personal Language	Show understanding of simple words and phrases in the modern language in the context of lifestyle and/or education	Interact with another user of the modern language by communicating and responding in the context of lifestyle and/or education	Identify at least eight words and phrases about two different topics AND Make at least eight contributions to at least two interactions	Learner makes eight contributions (using Outcome 1 words/phrases) to a conversation with the teacher about his/her family AND Learner makes eight contributions (using Outcome 1 words/phrases) to a discussion in the modern language with another learner about 'Our school'

Transactional Language	Show understanding of simple words and phrases in the modern language in the context of shopping, eating out, travel/touring, accommodation or an equivalent topic	Interact with another user of the modern language by communicating and responding in the context of shopping, eating out, travel/touring, accommodation or an equivalent topic	Identify at least eight simple words and phrases about two different topics AND Make at least eight contributions to at least two interactions	Learner makes eight contributions (using Outcome 1 words/phrases) to a role play between receptionist and tourist AND Learner makes eight contributions (using Outcome 1 words/phrases) to a role play when exchanging currency
Language in Work	Show understanding of simple words and phrases in the modern language in the context of work	Interact with another user of the modern language by communicating and responding in the context of work	Identify at least eight simple words and phrases about two different topics AND Make at least eight contributions in at least two transactions	Learner makes eight contributions (using Outcome 1 words/phrases) to a role play between an employer/employee AND Learner makes eight contributions (using Outcome 1 words/phrases) in a mock job interview

It is important that teachers/lecturers keep accurate records of the evidence required to meet assessment standards. This will also support learners by:

- ◆ informing them of their progress
- ◆ identifying where further consolidation is required
- ◆ providing feedback on the effectiveness of teaching
- ◆ ensuring that the Course requirements are fulfilled

Evidence of a learner's achievements gathered for assessment standards purposes must be retained and stored appropriately for moderation purposes.

Opportunities for extension and consolidation of skills and knowledge should be built into this Course; how this is organised will depend on the teacher/lecturer, the needs of the learners and the teaching approach used.

Further advice on assessment and re-assessment is contained within the *National Assessment Resource*.

### **Authentication**

For guidance on authentication of learners' work which takes place outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to the *SQA Guide to Assessment*.

### **Combining assessment across Units**

Combined assessment can be used in the following ways within the National 2 Modern Languages Course:

The Life in Another Country/Life in a Gaelic Speaking Area (National 2) Unit provides possible contexts for the language learning contained in the optional Units. For example learners might explore and discuss aspects of life in another country/community and learn words and phrases in the modern language used in that country/community. Learners might then use those words and phrases within the interactions required within the optional Units. If learners can overtake an Outcome from one Unit in the course of generating evidence for an Outcome in another Unit, the amount of assessment will be reduced.

For example a learner might make eight presentation slides using words or phrases about transport and eight presentation slides using words or phrases about sport. If transport or sport is one of the chosen topics for the Transactional Language (National 2) Unit, then these words or phrases could be used as (partial or full) evidence for Outcome 1 of this Unit.

The table below gives suggested examples of combined evidence:

<b>Unit</b>	<b>Suggested Evidence</b>
Life in Another Country/Life in a Gaelic Speaking Area	<b>Learner identifies eight simple words and/or phrases about families</b>  <b>Learner shows understanding of eight simple words and phrases about families by using them in an interaction about families</b>
Personal Language (Outcomes 1 and 2)	

<b>Unit</b>	<b>Suggested Evidence</b>
Life in Another Country/Life in a Gaelic Speaking Area	Learner identifies eight simple words and/or phrases about shopping  Learner shows understanding of eight simple words and phrases about shopping by using them in a role play between shop assistant and customer
Transactional Language (Outcomes 1 and 2)	

<b>Unit</b>	<b>Suggested Evidence</b>
Life in Another Country/Life in a Gaelic Speaking Area	Learner identifies eight simple words and/or phrases used in a

### **Assessment across the curriculum**

Cross-curriculum working can provide a framework for the development of combined approaches to generating evidence as part of learning and teaching.

For example learners could be involved in events such as:

- ◆ fairs/festivals/events, eg organising and running a French café
- ◆ developing links with Home Economics, eg making an Italian recipe
- ◆ shows and concerts, eg singing German carols
- ◆ focus weeks, eg focus on Spain as part of a citizenship week

Learners could demonstrate their language skills by:

- ◆ creating posters
- ◆ interacting with others, eg greeting customers/guests
- ◆ showing understanding by making an item, carrying out an action
- ◆ creating labels, signs, tickets
- ◆ writing or talking about experiences

Assessment can be combined with Units in other cognate areas. For example assessment evidence for the Life in Another Country/Life in a Gaelic Speaking Area (National 2) Unit could be used as assessment evidence for the following Units:

- ◆ Social Subjects: Making a Decision (National 2)
- ◆ Social Subjects: Making a Contrast (National 2)

<b>Course/Unit</b>	<b>Outcome</b>
Modern Languages: Life in Another Country Unit (National 2) OR Life in a Gaelic Speaking Area Unit (National 2)	<ul style="list-style-type: none"> <li>◆ Show an understanding of aspects of the learner's own community and culture and the culture of another country/community</li> </ul>
Social Subjects: Making a Decision (National 2)	<ul style="list-style-type: none"> <li>◆ Collect information about a chosen context in order to make a decision</li> <li>◆ Make a decision using the two key or important pieces of information linked to the chosen context</li> </ul>
Social Subjects: Making a Contrast (National 2)	<ul style="list-style-type: none"> <li>◆ Collect information about a context which allows a contrast to be made</li> <li>◆ Make a contrast based on the important pieces of information selected</li> </ul>

Further advice about this type of work is contained within the appropriate *Unit Support Notes*.

# Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials which reflect an inclusive view.

Learners undertaking qualifications at National 2 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities whilst maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader or scribe as appropriate)
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT and other assistive technologies

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: [www.sqa.org.uk/sqa//14977.html](http://www.sqa.org.uk/sqa//14977.html).

# Appendix 1: Suggested topics

**Life in Another Country (National 2) Unit**

**OR**

**Life in a Gaelic Speaking Area (National 2) Unit**

Aspects of life include culture, customs, beliefs, traditions and practices. The table below contains suggested examples of each aspect of life.

The volume of assessment can be reduced by choosing the same topics for the optional Units as for the Life in Another Country (National 2) Unit.

<b>Suggested topics</b>
lifestyle, eg health, interests
education, eg subjects, timetable, school, college
TV, cinema
daily routine
careers
cultural events
music, art, dance
historical aspects
restaurants/cafes, food and drink
tourism/tourist destinations
leisure time
careers/jobs
arts and crafts
sport
transport/travel
social issues
education
health/lifestyles
government
work
holidays/feast days
customs and traditions
events and celebrations
industry/business
geographical aspects
shopping
eating out
travel/touring
accommodation

**Personal Language (National 2) Unit, Transactional Language (National 2) Unit and Language in Work (National 2) Unit**

The tables below contain suggested examples of topics for each optional Unit.

The volume of assessment can be reduced by choosing the same topics for the optional Units as for Life in Another Country/Life in a Gaelic Speaking Area (National 2) Unit.

### Personal Language – suggested topics

<b>Lifestyles</b>	<b>Education</b>
friends/family	school/college
appearance	subjects
likes/dislikes	learning styles
interests/hobbies/leisure time	timetables
health and wellbeing	school/college environment
home	likes/dislikes
pets	friends/classes

### Transactional Language – suggested topics

<b>Shopping</b>	<b>Eating out</b>	<b>Travel/touring</b>	<b>Accommodation</b>
numbers/quantities	menus	holiday	hotel/campsite /hostel
prices/currency	ordering food and drink	transport	changing money
food and drink	restaurants/cafes	places/asking for directions	weather
presents/souvenirs	paying the bill	times/dates	booking/ordering

### Language in Work – suggested topics

<b>Shops</b>	<b>Café/restaurant</b>	<b>Travel/tourism</b>	<b>Hospitality</b>
greeting/leave taking	menus	holiday	hotel/campsite /hostel/ bed and breakfast
numbers/quantities	ordering food and drink	transport	reception
money/prices		places/directions	
		times/dates	

## Appendix 2: Suggested web resources

Suggested web resources for teachers and learners are contained in the table below.

<b>Organisation/website</b>	<b>Brief description</b>
The British Council	Advice on school partnerships
The British Council	Advice on e-twinning
The British Council	General resources and advice
The Big Challenge Club	Pen-pal club
E-pals	Pen-pal club
Languages without limits	Support for language teachers
Education Scotland	Resources for teaching languages
Film in Language Teaching Association	Using film – resources and advice
SCILT	Scotland's National Centre for Languages
SALT	Scottish Association for Language Teaching
Languages on Screen	Short films for free download
BBC Learning Zone	Video and audio teaching resources
Language at Work	Video case studies
Linguacast	Podcasts for language learning
Universed	Podcasts for language learning
Links into Languages	Materials for language teaching
Europarl	European Parliament TV channel

# Appendix 3: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled learners and/or those with additional support needs) — various publications are available on SQA’s website at: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).
- ◆ Building the Curriculum 3: A framework for Learning and Teaching
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Principles and practice papers for Sciences curriculum area
- ◆ Science: A Portrait of current practice in Scottish schools (Nov 2008)
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)

# Administrative information

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**Published:** May 2014 (version 1.1)

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## History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date
	1.1	Addition of Gaelic to the range of languages available and inclusion of the Life in a Gaelic Speaking Area Unit within the Support Notes	Qualifications Manager	May 2014

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version.

## Unit Support Notes — Life in Another Country (National 2) and Life in a Gaelic Speaking Area (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Life in Another Country (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ Life in Another Country (National 2) *Unit Specification*
- ◆ Life in a Gaelic Speaking Area (National 2) Unit Specification
- ◆ National 2 Modern Languages *Course Specification*
- ◆ National 2 Modern Languages *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

The general aim of this Unit is to develop learners' awareness of the lives, cultures and communities of others and an appreciation of the ways in which they are both similar to and different from their own.

Learners will also be given opportunities to become familiar with simple words and phrases in the modern language.

Learners who complete this Unit will be able to:

- ◆ show an understanding of aspects of life in the learner's own community and culture and life in another country/community
- ◆ understand simple words and phrases in the modern language

## Progression into this Unit

Entry to this Unit is at the discretion of the centre.

Prior to undertaking this Unit, learners would benefit from having an awareness of communication skills and a basic knowledge of language.

This qualification may be suitable for learners who have successfully completed Units in Modern Languages, English, Communication or related areas at SCQF level 1 or level 2.

By building on the early and first experiences and outcomes for Modern Languages, this qualification will provide learners with opportunities to consolidate and further extend their communication and language skills.

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Modern Languages *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

Learners may progress from the Life in Another Country Unit or the Life in a Gaelic Speaking Area (National 2) to other Units at National 2, for example, to Personal Language (National 2), Transactional Language (National 2) or Language in Work (National 2) or by studying another language at this level:

- ◆ French
- ◆ German
- ◆ Italian
- ◆ Spanish
- ◆ Gaelic (learners)

Learners may also progress from this Unit to Modern Languages: Using Language (National 3) Unit or Modern Languages: Understanding Language (National 3) Unit. They may also progress to Modern Languages for Work Purposes Unit at SCQF level 3 or the Modern Languages for Life and Work Award Unit at SCQF level 3.

The skills developed within the Life in Another Country Unit or the Life in a Gaelic Speaking Area Unit (National 2) will also support learners to progress to further study, employment and/or training.

# Approaches to learning, teaching and assessment

There are a wide variety of learning and teaching approaches which can be used to deliver this Unit. This section of the *Unit Support Notes* provides advice and guidance and examples of some approaches that could be used.

Practitioners should familiarise themselves with the Outcomes and share these and the Assessment Standards with learners.

For Outcome 1, learners will demonstrate the ability to identify six similarities and/or differences about two aspects of life in another country or in a Gaelic Speaking Area. Evidence can be in oral, written, digital or other appropriate form.

Learning and teaching activities will focus on identifying similarities and differences; some approaches are shown in the list below:

- ◆ Using tables/grids/lists/bullet points to show similarities and/or differences
- ◆ Developing comparative vocabulary (bigger/smaller, busier/quieter, more famous/less famous, faster/slower)
- ◆ Reading and listening to information about the other country or Gaelic Speaking Area, for example webcasts, TV programmes, online video clips
- ◆ Interviewing speakers of the modern language about life in another country or community
- ◆ Links with other countries/communities, for example pen pals, e-twinning, exchange programmes
- ◆ Whole school/college events with a focus on the UK and another country/culture

Study of the other country or community and discussions relating to similarities and differences are likely to be carried out in English. However, to allow for personalisation and choice, non-native speakers of English may choose which language they use to express differences/similarities.

Learning and teaching will also focus on developing learners' understanding of simple words and phrases in the modern language; some suggested approaches are shown in the list below:

- ◆ filling in the blanks activities
- ◆ games/puzzles, eg number games, bingo, i-spy, word searches
- ◆ use of flashcards
- ◆ use of pictures/symbols
- ◆ using everyday language in the classroom such as telling the time, colours, numbers
- ◆ developing an awareness of knowledge about the modern language, for example simple word order, singular/plural, simple pronouns
- ◆ use of songs/poems

# Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

## Combining assessment within the Unit

Teachers and lecturers are encouraged to select the most appropriate assessment methods taking into account the needs of their learners and the requirements of the Unit. There may be opportunities in the day-to-day delivery to observe learners providing evidence which satisfies completely or partially, a Unit or Units. This is naturally occurring evidence.

Learning and teaching activities which might generate evidence for Outcome 1 could include, for example:

- ◆ conversations in which the learner identifies similarities and differences in answer to questions
- ◆ making visual or graphic presentations of similarities and differences (poster, photographs, scrapbook, map, web page, diagram)
- ◆ written/typed texts showing similarities and differences, for example bullet pointed lists, tables, grids
- ◆ written/typed responses which identify similarities and differences in answer to questions

For Outcome 2, learners will demonstrate the ability to use at least eight simple words and phrases about two aspects of life in another country or community. This means that the learner will identify 16 words and phrases in total.

It is likely that learners will understand and use words and phrases in the same aspects of life that they have explored in Outcome 1. In this way, learners can develop skills which will enable them to provide evidence for both Outcomes, for example, creating a poster about similarities and differences between education in the learners community and education in another community with correct labelling of words and phrases in the modern language.

Suggested learning and teaching activities which might generate evidence for both Outcomes are shown in the table below.

<b>Suggested activity</b>	<b>Evidence</b>
Labelling items correctly; being able to read the labels and say/match with which item they should be associated	Capital Cities or place names — eight words/phrases used to label maps AND/OR Schools — eight words/phrases used to label diagrams of the learners own school and a school form another country or community
Highlighting words and phrases in a simple text	Football — eight words/phrases highlighted in a very simple text in the modern language about a football player AND/OR Food and drink — eight words/phrases highlighted in a menu in the modern language
Practical activities such as making an item	Food and Drink — learner makes a dish from a recipe in the modern language  Classroom routine — learner carries out eight instructions given in the modern language
Oral responses which show understanding	Health — learner describes his/her lifestyle using eight words/phrases about health and wellbeing 'What I look Like' — learner responds in a conversation by using eight words/phrases in the modern language

# Equality and inclusion

When delivering this Unit, teachers and lecturers should develop learning and teaching materials which reflect the diversity of our society and which celebrate that diversity.

Learning activities should actively promote equality, citizenship and provide positive opportunities to explore different lifestyles and cultures.

Inclusive approaches and methods which might be used to support individual learners in National 2 Modern Languages include:

- ◆ Braille
- ◆ alpha smarts
- ◆ laptops
- ◆ electronic spellcheckers
- ◆ speech to text software
- ◆ text to speech software
- ◆ voice recorders
- ◆ adapted texts/materials
- ◆ voice recognition software

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Suggested topics

## Life in Another Country (National 2) Unit

Aspects of life include culture, customs, beliefs, traditions and practices. The table below contains suggested examples of each aspect of life.

The burden of assessment can be reduced by choosing the same topics for the optional Units as for Life in Another Country (National 2) Unit.

<b>Suggested topics for the Life in Another Country Unit and the Life in a Gaelic Speaking Area (National 2) Unit</b>
lifestyle, eg health, interests
education, eg subjects, timetable, school, college
TV, cinema
daily routine
careers
cultural events
music, art, dance
historical aspects
restaurants/cafes, food and drink
tourism/tourist destinations
leisure time
careers/jobs
arts and crafts
sport
transport/travel
social issues
education
health/lifestyles
government
work
holidays/feast days
customs and traditions
events and celebrations
industry/business
geographical aspects
shopping
eating out
travel/touring
accommodation

## Appendix 2: Suggested web resources

Suggested web resources for teachers and learners are contained in the table below.

Organisation/website	Brief description
The British Council	Advice on school partnerships
The British Council	Advice on e-twinning
The British Council	General resources and advice
The Big Challenge Club	Pen-pal club
E-pals	Pen-pal club
Languages without limits	Support for language teachers
Education Scotland	Resources for teaching languages
Film in Language Teaching Association	Using film – resources and advice
SCILT	Scotland's National Centre for Languages
SALT	Scottish Association for Language Teaching
Languages on Screen	Short films for free download
BBC Learning Zone	Video and audio teaching resources
Language at Work	Video case studies
Linguacast	Podcasts for language learning
Unversed	Podcasts for language learning
Links into Languages	Materials for language teaching
Europarl	European Parliament TV channel

## Appendix 3: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled learners and/or those with additional support needs) — various publications are available on SQA’s website at: [www.sqa.org.uk/sqa//14977.html](http://www.sqa.org.uk/sqa//14977.html).
- ◆ Building the Curriculum 3: A framework for Learning and Teaching
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Principles and practice papers for Sciences curriculum area
- ◆ Science: A Portrait of current practice in Scottish schools (Nov 2008)
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)

# Administrative information

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**Published:** May 2014 (version 1.1)

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Addition of Gaelic to the range of languages available and inclusion of the Life in a Gaelic Speaking Area Unit within the Support Notes	Qualifications Manager	May 2014

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version.

## Unit Support Notes — Personal Language (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Personal Language (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ Personal Language (National 2) *Unit Specification*
- ◆ National 2 Modern Languages *Course Specification*
- ◆ National 2 Modern Languages *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

The general aim of this Unit is to develop learners' basic language skills in understanding simple personal information in the modern language. Learners will also communicate in the modern language.

Learners will read or listen to simple words and phrases and will communicate using simple words and phrases.

Any two topics can be chosen from lifestyles and/or education. Learners who complete this Unit will be able to:

- ◆ Show understanding of simple words and phrases in the modern language in the context of lifestyle and/or education
- ◆ Interact with another user of the modern language by communicating and responding in the context of lifestyle and/or education

## Progression into this Unit

Entry to this Unit is at the discretion of the centre.

Prior to undertaking this Unit, learners would benefit from having an awareness of communication skills and a basic knowledge of language.

This qualification may be suitable for learners who have successfully completed Units in Modern Languages, English, Communication or related areas at SCQF level 1 or level 2.

By building on the early and first experiences and outcomes for Modern Languages, this qualification will provide learners with opportunities to consolidate and further extend their communication and language skills.

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Modern Languages *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

Learners may progress from Personal Language (National 2) to other Units at National 2, for example, to Transactional Language (National 2) or Language in Work (National 2) or by studying another language at this level:

- ◆ French
- ◆ German
- ◆ Italian
- ◆ Spanish

Learners may also progress from this Unit to Modern Languages: Using Language (National 3) Unit or Modern Languages: Understanding Language (National 3) Unit. They may also progress to Modern Languages for Work Purposes Unit at SCQF level 3 or the Modern Languages for Life and Work Award Unit at SCQF level 3.

The skills developed within Personal Language (National 2) will also support learners to progress to further study, employment and/or training.

# Approaches to learning, teaching and assessment

There are a wide variety of learning and teaching approaches which can be used to deliver this Unit. This section of the Unit Support Notes provides advice and guidance and examples of some approaches that could be used.

For Outcome 1, learners will demonstrate the ability to identify at least eight simple words and phrases about two different topics in the context of lifestyle and/or education on at least two occasions on different topics.

Some suggested activities to develop learners' understanding of words and phrases are shown below:

- ◆ filling in the blanks activities
- ◆ games/puzzles, eg number games, bingo, i-spy, word searches
- ◆ use of flashcards
- ◆ use of pictures/symbols
- ◆ using everyday language in the classroom such as telling the time, colours, numbers
- ◆ developing an awareness of knowledge about the modern language, for example simple word order, singular/plural, simple pronouns
- ◆ use of songs/poems

Learning and teaching activities which might support learners in developing skills in understanding words and phrases include:

- ◆ labelling, for example using words and phrases on a photograph/drawing of themselves
- ◆ using phrases in a simple text, for example about the learner's interest/hobby
- ◆ practical activities such as identifying objects in the classroom  
greeting/interviewing visitors by using words and phrases in the modern language
- ◆ participating in a conversation/transaction using simple words and phrases
- ◆ developing knowledge about the modern language by making comparisons to and observing differences in their own language, for example basic rules about word order, spelling and pronunciation

Learners could demonstrate their understanding in any of the following ways:

- ◆ orally or via an assistive communication device
- ◆ in writing or in Braille
- ◆ by signing
- ◆ by matching pictures or cards
- ◆ through multiple choice or cloze procedure
- ◆ by pointing or indicating
- ◆ in the context of a telephone call, e-mail, webcast, internet voice call

For Outcome 2, learners will demonstrate the ability to make at least eight contributions to at least two interactions about lifestyle and/or education. The two interactions will be on different topics.

Learning and teaching for Outcome 2 will therefore focus on a variety of interactions/conversations/transactions related to the learners' lifestyle or education. It is very likely that learners will understand and use the words and phrases in Outcome 1 within the interactions required for Outcome 2.

Suggested interactions which might generate evidence for both Outcomes are shown in the table below.

<b>Suggested interactions</b>	<b>Suggested evidence</b>
Conversation between teacher and learner	All About Me – learner makes eight contributions using eight words and phrases to a conversation AND/OR My College – learner makes eight contributions using eight words and phrases to a conversation
Question and answer sequences eg interviews	My Family – learner makes eight contributions using eight words and phrases to a conversation AND/OR My Dream Job – learner makes eight contributions using eight words and phrases to a conversation
Role-play or mock interviews	School – learner makes eight contributions using eight words and phrases in a role play as teacher/learner  AND/OR  Job interview – learner makes eight contributions using eight words and phrases to a mock interview

The learner will benefit from learning and teaching activities focusing on social and linguistic aspects of interactions/transactions including:

- ◆ becoming familiar with the structure of interactions/transactions, for example, turn taking, beginnings and endings, register/tone
- ◆ developing knowledge of language including how to structure questions and responses
- ◆ becoming familiar with language for greeting/leave-taking/thanking
- ◆ developing confidence socially

Some learners may find it difficult to engage in imaginary situations such as role play. Use of real objects and real situations can be helpful. All learners should be encouraged to work towards understanding and using social conventions as far as possible. Where appropriate, these conventions may include non-verbal conventions such as eye contact, turn-taking, volume of voice.

At this level, the dialogue is likely to be initiated by the teacher/lecturer and may consist of a short sequence of familiar questions related to the topic and to the learner's personal experience. Some learners will use an alternative method of communication within the interaction. Pointing or other non-linguistic means of communication is acceptable (for example, the teacher uses the foreign language; the learner points to the response he/she wishes to make, choosing from a pre-prepared list of topic-based expressions in the modern language).

## Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

**Combining assessment within Units** Teachers/lecturers are encouraged to select the most appropriate assessment methods taking into account the needs of their learners and the requirements of the Unit. There may be opportunities in the day-to-day delivery to observe learners providing evidence which satisfies completely or partially, an Outcome or Outcomes. This is naturally occurring evidence.

It is very likely that the words and phrases in the modern language (required in Outcome 1) will be demonstrated as part of the interaction required in Outcome 2. In this way, the burden of assessment will be reduced because all Assessment Standards can be demonstrated within one interaction.

Therefore, delivery of Outcome 1 is likely to occur before delivery of Outcome 2. For learners combining assessment of Outcomes 1 and 2, evidence for these Outcomes will be the same, ie the words and phrases used in the interaction will be those used as evidence for Outcome 1.

The tables below contain examples of suggested evidence which use the same words and phrases for each Outcome.

Outcome 1	Assessment Standard	Suggested evidence
Show understanding of simple words and phrases in the modern language in the context of lifestyle and/or education	Identifying words and phrases about the learner's lifestyle and/or education	Eight words and phrases about family  AND  Eight words/phrases about friends

Outcome 2	Assessment Standard	Suggested evidence
Interact with another user of the modern language by communicating and responding	Making relevant contributions to an interaction	One conversation about family  AND  One interaction about friends

# Equality and inclusion

When delivering this Unit, teachers and lecturers should develop learning and teaching materials which reflect and celebrate the diversity of our society.

Learning activities should actively promote equality, citizenship and provide positive opportunities to explore different lifestyles and cultures.

Inclusive approaches and methods which might be used to support individual learners in Modern Languages (National 2) include:

- ◆ Braille
- ◆ alpha smarts
- ◆ laptops
- ◆ electronic spellcheckers
- ◆ speech to text software
- ◆ text to speech software
- ◆ voice recorders
- ◆ adapted texts/materials
- ◆ voice recognition software

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Suggested topics

## Personal Language (National 2) Unit

The table below contains suggested examples of topics and topic development for this Unit.

The burden of assessment can be reduced by choosing the same topics for this Unit as for the Life in Another Country (National 2) Unit.

### Personal Language – suggested topics

<b>Lifestyles</b>	<b>Education</b>
friends/family	school/college
appearance	subjects
likes/dislikes	learning styles
interests/hobbies/leisure time	timetables
health and wellbeing	school/college environment
home	likes/dislikes
pets	friends/classes

## Appendix 2: Suggested web resources

Suggested web resources for teachers and learners are contained in the table below.

Organisation/website	Brief description
The British Council	Advice on school partnerships
The British Council	Advice on e-twinning
The British Council	General resources and advice
The Big Challenge Club	Pen-pal club
E-pals	Pen-pal club
Languages without limits	Support for language teachers
Education Scotland	Resources for teaching languages
Film in Language Teaching Association	Using film – resources and advice
SCILT	Scotland's National Centre for Languages
SALT	Scottish Association for Language Teaching
Languages on Screen	Short films for free download
BBC Learning Zone	Video and audio teaching resources
Language at Work	Video case studies
Linguacast	Podcasts for language learning
Universed	Podcasts for language learning
Links into Languages	Materials for language teaching
Europarl	European Parliament TV channel

## Appendix 3: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled learners and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa//14977.html](http://www.sqa.org.uk/sqa//14977.html).
- ◆ Building the Curriculum 3: A framework for Learning and Teaching
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Principles and practice papers for Sciences curriculum area
- ◆ Science: A Portrait of current practice in Scottish schools (Nov 2008)
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)

# Administrative information

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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## Unit Support Notes — Transactional Language (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Transactional Language (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ Transactional Language (National 2) *Unit Specification*
- ◆ National 2 Modern Language *Course Specification*
- ◆ National 2 Modern Language *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

The general aim of this Unit is to develop learners' basic language skills in understanding information in the modern language. Learners will also communicate by using the modern language in a transaction.

Learners will read or listen to simple words and phrases and will communicate using simple words and phrases.

Any two topics can be chosen from shopping, eating out, travel/touring, accommodation or an equivalent topic.

Learners who complete this Unit will be able to:

- ◆ show understanding of simple words and phrases in the modern language in the context of shopping, eating out, travel/touring, accommodation or an equivalent topic
- ◆ interact with another user of the modern language by communicating and responding in the context of shopping, eating out, travel/touring, accommodation or an equivalent topic

## Progression into this Unit

Entry to this Unit is at the discretion of the centre.

Prior to undertaking this Unit, learners would benefit from having an awareness of communication skills and a basic knowledge of language.

This qualification may be suitable for learners who have successfully completed Units in Modern Languages, English, Communication or related areas at SCQF level 1 or level 2.

By building on the early and first experiences and outcomes for Modern Languages, this qualification will provide learners with opportunities to consolidate and further extend their communication and language skills.

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Modern Languages *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

Learners may progress from Transactional Language (National 2) to other Units at National 2, for example, to Personal Language (National 2) or Language in Work (National 2) or by studying another language at this level:

- ◆ French
- ◆ German
- ◆ Italian
- ◆ Spanish

Learners may also progress from this Unit to Modern Languages: Using Language (National 3) Unit or Modern Languages: Understanding Language (National 3) Unit. They may also progress to Modern Languages for Work Purposes Unit at SCQF level 3. or the Modern Languages for Life and Work Award Unit at SCQF level 3.

The skills developed within Transactional Language (National 2) Unit will also support learners to progress to further study, employment and/or training.

# Approaches to learning, teaching and assessment

There are a wide variety of learning and teaching approaches which can be used to deliver this Unit. This section of the *Unit Support Notes* provides advice and guidance and examples of some approaches that could be used.

For Outcome 1, learners will demonstrate the ability to identify at least eight simple words and phrases about two different topics in the context of shopping, eating out, travel/touring, accommodation or an equivalent topic.

Learning and teaching for Outcome 1 will therefore focus on developing learners' understanding of simple words and phrases in the modern language; some suggested approaches are shown in the list below:

- ◆ filling in the blanks activities
- ◆ games/puzzles, eg number games, bingo, i-spy, word searches
- ◆ use of flashcards
- ◆ use of pictures/symbols
- ◆ using everyday language in the classroom such as telling the time, colours, numbers
- ◆ developing an awareness of knowledge about the modern language, for example simple word order, singular/plural, simple pronouns
- ◆ use of songs/poems

Learning and teaching activities which might support learners in developing their understanding of words and phrases include, for example:

- ◆ labelling, for example using words and phrases on a photograph/drawing of a shop
- ◆ using phrases in a simple text, for example about the learner's holiday plans
- ◆ practical activities such as identifying objects in a café
- ◆ greeting/interviewing visitors by using words and phrases in the modern language
- ◆ participating in a role play using simple words and phrases
- ◆ developing knowledge about the modern language by making comparisons to and observing differences in their own language, for example basic rules about word order, spelling and pronunciation

Learners could demonstrate their understanding in any of the following ways:

- ◆ orally or via an assistive communication device
- ◆ in writing or in Braille
- ◆ by signing
- ◆ by matching pictures or cards
- ◆ through multiple choice or cloze procedure
- ◆ by pointing or indicating
- ◆ in the context of a telephone call, e-mail, webcast, internet voice call

For Outcome 2, learners will demonstrate the ability to make at least eight contributions to at least two interactions about shopping, eating out, travel/touring, accommodation or an equivalent topic. The two interactions will be on different topics.

Learning and teaching for Outcome 2 will therefore focus on a variety of interactions/conversations/transactions related to the topics. It is very likely that learners will understand and use the words and phrases in Outcome 1 within the interactions required for Outcome 2.

Suggested interactions which might generate evidence for both Outcomes are shown in the table below:

<b>Suggested interactions</b>	<b>Suggested evidence</b>
Conversation between teacher and learner	In a restaurant – learner makes eight contributions using eight words and phrases to a conversation AND/OR My dream holiday – learner makes eight contributions using eight words and phrases to a conversation
Question and answer sequences, eg interviews	In a shop – learner makes eight contributions using eight words and phrases to a conversation AND/OR At the ticket office – learner makes eight contributions using eight words and phrases to a conversation
Role-play or mock interviews	Travel/touring – learner makes eight contributions using eight words and phrases in a role play as tourist/bus Driver AND/OR Accommodation – learner makes eight contributions using eight words and phrases to a role play as hotel receptionist/guest

Learners will benefit from learning and teaching activities focusing on social and linguistic aspects of interactions/transactions including:

- ◆ becoming familiar with the structure of interactions/transactions, for example turn taking, beginnings and endings, register/tone
- ◆ developing knowledge of language including how to structure questions and responses
- ◆ becoming familiar with language for greeting/leave-taking/thanking
- ◆ developing confidence socially

Some learners may find it difficult to engage in imaginary situations such as role play. Use of real objects and real situations can be helpful, for example local

currency, tickets and menus. All learners should be encouraged to work towards understanding and using social conventions as far as possible.

Where appropriate, these conventions may include non-verbal conventions such as eye contact, turn-taking, volume of voice.

At this level, the dialogue is likely to be initiated by the teacher/lecturer and may consist of a short sequence of familiar questions related to the topic. Some learners will use an alternative method of communication within the interaction. Pointing or other non-linguistic means of communication is acceptable (for example the teacher uses the foreign language; the learner points to the response he/she wishes to make, choosing from a pre-prepared list of topic-based expressions in the modern language).

### **Developing skills for learning, skills for life and skills for work**

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

**Combining assessment within the Unit** Teachers/lecturers are encouraged to select the most appropriate assessment methods, taking into account the needs of their learners and the requirements of the Course. There may be opportunities in the day-to-day delivery of the Course to observe learners providing evidence which satisfies completely or partially, an Outcome or Outcomes. This is naturally occurring evidence.

It is very likely that the words and phrases in the modern language (required in Outcome 1) will be demonstrated as part of the interaction required in Outcome 2. In this way, the burden of assessment will be reduced because all Assessment Standards can be demonstrated within one interaction.

Therefore, delivery of Outcome 1 is likely to occur before delivery of Outcome 2. For learners combining assessment of Outcomes 1 and 2, evidence for these Outcomes will be the same, ie the words and phrases used in the interaction will be those used as evidence for Outcome 1.

An example is given below of the same words and phrases being used as evidence for both Outcomes.

# Equality and inclusion

When delivering this Unit teachers and lecturers should develop learning and teaching materials which reflect and celebrate the diversity of our society.

Learning activities should actively promote equality, citizenship and provide positive opportunities to explore different lifestyles and cultures.

Inclusive approaches and methods which might be used to support individual learners in National 2 Modern Languages include:

- ◆ Braille
- ◆ alpha smarts
- ◆ laptops
- ◆ electronic spellcheckers
- ◆ speech to text software
- ◆ text to speech software
- ◆ voice recorders
- ◆ adapted texts/materials
- ◆ voice recognition software

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Suggested topics

## Transactional Language (National 2) Unit

The table below contains suggested examples of topics.

The burden of assessment can be reduced by choosing the same topics for this Unit as for the Life in Another Country (National 2) Unit.

### Transactional Language – suggested topics

<b>Shopping</b>	<b>Eating out</b>	<b>Travel/touring</b>	<b>Accommodation</b>
numbers/quantities	menus	holiday	hotel/campsite/hostel
prices/currency	ordering food and drink	transport	changing money
food and drink	restaurants/cafes	places/asking for directions	weather
presents/souvenirs	Paying the bill	times/dates	booking/ordering

An equivalent topic can be used.

## Appendix 2: Suggested web resources

Suggested web resources for teachers and learners are contained in the table below.

<b>Organisation/website</b>	<b>Brief description</b>
The British Council	Advice on school partnerships
The British Council	Advice on e-twinning
The British Council	General resources and advice
The Big Challenge Club	Pen-pal club
E-pals	Pen-pal club
Languages without limits	Support for language teachers
Education Scotland	Resources for teaching languages
Film in Language Teaching Association	Using film – resources and advice
SCILT	Scotland's National Centre for Languages
SALT	Scottish Association for Language Teaching
Languages on Screen	Short films for free download
BBC Learning Zone	Video and audio teaching resources
Language at Work	Video case studies
Linguacast	Podcasts for language learning
Universed	Podcasts for language learning
Links into Languages	Materials for language teaching
Europarl	European Parliament TV channel

# Appendix 3: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled learners and/or those with additional support needs) — various publications are available on SQA’s website at: [www.sqa.org.uk/sqa//14977.html](http://www.sqa.org.uk/sqa//14977.html).
- ◆ Building the Curriculum 3: A framework for Learning and Teaching
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
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- ◆ Principles and practice papers for Sciences curriculum area
- ◆ Science: A Portrait of current practice in Scottish schools (Nov 2008)
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)

# Administrative information

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version.

## Unit Support Notes — Language in Work (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Language in Work (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ Language in Work (National 2) *Unit Specification*
- ◆ National 2 Modern Language *Course Specification*
- ◆ National 2 Modern Language *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

The general aim of this Unit is to develop learners' basic language skills in understanding instructions or requests for information, goods and/or services in a modern language. Learners will also provide information in a modern language.

Learners will read or listen to simple words and phrases and will communicate using simple words and phrases.

Any two topics can be chosen from work (shops, café/restaurant, travel/tourism or hospitality).

Learners who complete this Unit will be able to:

- ◆ show understanding of simple words and phrases in the modern language in the context of work
- ◆ interact with another user of the modern language by communicating and responding in the context of work

## Progression into this Unit

Entry to this Unit is at the discretion of the centre.

Prior to undertaking this Unit, learners would benefit from having an awareness of communication skills and a basic knowledge of language.

This qualification may be suitable for learners who have successfully completed Units in Modern Languages, English, Communication or related areas at SCQF level 1 or level 2.

By building on the early and first experiences and outcomes for Modern Languages, this qualification will provide learners with opportunities to consolidate and further extend their communication and language skills.

### **Skills, knowledge and understanding covered in this Unit**

Information about skills, knowledge and understanding is given in the National 2 Modern Languages *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Unit Support Notes for Modern Languages: Language in Work (National 2) Unit

## Progression from this Unit

Learners may progress from Language in Work (National 2) to other Units at National 2, for example, to Personal Language (National 2) or Transactional Language (National 2) or by studying another language at this level:

- ◆ French
- ◆ German
- ◆ Italian
- ◆ Spanish

Learners may also progress from this Unit to Modern Languages: Using Language (National 3) Unit or Modern Languages: Understanding Language (National 3) Unit. They may also progress to Modern Languages for Work Purposes Unit at SCQF level 3.

The skills developed within Language in Work (National 2) will also support learners to progress to further study, employment and/or training.

# Approaches to learning, teaching and assessment

There are a wide variety of learning and teaching approaches which can be used to deliver this Unit. This section of the *Unit Support Notes* provides advice and guidance and examples of some approaches that could be used.

For Outcome 1, learners will demonstrate the ability to identify at least eight simple words and phrases about two different topics in the context of work.

Learning and teaching for Outcome 1 will therefore focus on developing learners' understanding of simple words and phrases in the modern language. Some suggested approaches are shown in the list below:

- ◆ filling in the blanks activities
- ◆ games/puzzles, eg number games, bingo, i-spy, word searches
- ◆ use of flashcards
- ◆ use of pictures/symbols
- ◆ using everyday language in the classroom such as telling the time, colours, numbers
- ◆ developing an awareness of knowledge about the modern language, for example simple word order, singular/plural, simple pronouns
- ◆ use of songs/poems

Learning and teaching activities which might support learners in developing understanding of words and phrases include, for example:

- ◆ labelling, for example using words and phrases on a drawing of an office
- ◆ using phrases in a simple text, for example, about a business
- ◆ practical activities such as identifying objects in a restaurant greeting/interviewing visitors by using words and phrases in the modern language
- ◆ participating in a role play using simple words and phrases, eg in a hotel
- ◆ developing knowledge about the modern language by making comparisons to and observing differences in their own language, for example basic rules about word order, spelling and pronunciation

Learners could demonstrate their understanding in any of the following ways:

- ◆ orally or via an assistive communication device
- ◆ in writing or in Braille
- ◆ by signing
- ◆ by matching pictures or cards
- ◆ through multiple choice or cloze procedure
- ◆ by pointing or indicating
- ◆ in the context of a telephone call, e-mail, webcast, internet voice call, transaction

Unit Support Notes for Modern Languages: Language in Work (National 2) Unit  
For Outcome 2, learners will demonstrate the ability to make at least eight contributions in at least two transactions in the context of work. The two transactions will be on different topics.

Learning and teaching for Outcome 2 will therefore focus on a variety of transactions related to the topics. It is very likely that learners will understand and use the words and phrases in Outcome 1 within the transactions required for Outcome 2.

Suggested transactions which might generate evidence for both Outcomes are shown in the table below.

Learner will benefit from learning and teaching activities focusing on social and linguistic aspects of transactions including:

- ◆ becoming familiar with the structure of transactions, for example turn taking, beginnings and endings, register/tone
- ◆ developing knowledge of language including how to structure questions and responses
- ◆ becoming familiar with language for greeting/leave-taking/thanking
- ◆ developing confidence socially

Some learners may find it difficult to engage in imaginary situations such as role play. Use of real objects and real situations can be helpful, for example local currency, tickets and menus. All learners should be encouraged to work towards understanding and using social conventions as far as possible. Where appropriate, these conventions may include non-verbal conventions such as eye contact, turn-taking, volume of voice.

At this level, the dialogue is likely to be initiated by the teacher/lecturer and may consist of a short sequence of familiar questions related to the topic and to the learner's transactional experience. Some learners will use an alternative method of communication within the interaction. Pointing or other non-linguistic means of communication is acceptable (for example, the teacher uses the foreign language; the learner points to the response he/she wishes to make, choosing from a pre-prepared list of topic-based expressions in the modern language).

## Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

### Combining assessment within the Unit

Teachers/lecturers are encouraged to select the most appropriate assessment methods taking into account the needs of their learners and the requirements of the Course. There may be opportunities in the day-to-day delivery of the Course to observe learners providing evidence which satisfies completely or partially, an Outcome or Outcomes. This is naturally occurring evidence.

It is very likely that the words and phrases in the modern language (required in Outcome 1) will be demonstrated as part of the interaction required in Outcome 2. In this way, the burden of assessment will be reduced because all Assessment Standards can be demonstrated within one interaction.

Therefore, delivery of Outcome 1 is likely to occur before delivery of Outcome 2. For learners combining assessment of Outcomes 1 and 2, evidence for these Outcomes will be the same, ie the words and phrases used in the interaction will be those used as evidence for Outcome 1. An example is given below.

<b>Outcome 1</b>	<b>Assessment Standard</b>	<b>Suggested evidence</b>
Show understanding of simple words and phrases in the modern language in the context of work	Identifying simple words and phrases	Eight words and phrases about making a trip  AND  Eight words/phrases used in a café

<b>Outcome 2</b>	<b>Assessment Standard</b>	<b>Suggested evidence</b>
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# Equality and inclusion

When delivering this Unit teachers and lecturers should develop learning and teaching materials which reflect and celebrate the diversity of our society.

Learning activities should actively promote equality, citizenship and provide positive opportunities to explore different lifestyles and cultures.

Inclusive approaches and methods which might be used to support individual learners in National 2 Modern Languages include:

- ◆ Braille
- ◆ alpha smarts
- ◆ laptops
- ◆ electronic spellcheckers
- ◆ speech to text software
- ◆ text to speech software
- ◆ voice recorders
- ◆ adapted texts/materials
- ◆ voice recognition software

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement. Unit Support Notes for Modern Languages: Language in Work (National 2) Unit

# Appendix 1: Suggested topics

## Language in Work (National 2) Unit

The table below contains suggested examples of topics for this Unit.

The burden of assessment can be reduced by choosing the same topics for this Unit as for the Life in Another Country (National 2) Unit.

### Language in Work – suggested topics

<b>Shops</b>	<b>Café/restaurant</b>	<b>Travel/tourism</b>	<b>Hospitality</b>
greeting/leave taking	menus	holiday	hotel/campsite /hostel/ bed and breakfast
numbers/quantities	ordering food and drink	transport	reception
money/prices		places/directions	
		times/dates	

## Appendix 2: Suggested web resources

Suggested web resources for teachers and learners are contained in the table below.

Organisation/website	Brief description
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The British Council	General resources and advice
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E-pals	Pen-pal club
Languages without limits	Support for language teachers
Education Scotland	Resources for teaching languages
Film in Language Teaching Association	Using film – resources and advice
SCILT	Scotland's National Centre for Languages
SALT	Scottish Association for Language Teaching
Languages on Screen	Short films for free download
BBC Learning Zone	Video and audio teaching resources
Language at Work	Video case studies
Linguacast	Podcasts for language learning
Unversed	Podcasts for language learning
Links into Languages	Materials for language teaching
Europarl	European Parliament TV channel

# Appendix 3: Reference documents

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