

Draft National Unit Specification



Unit title: Modern Languages: Understanding Language (Higher)

SCQF: level 6 (9 SCQF credit points)

Unit code: to be advised

Unit outline

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

Learners who complete this Unit will be able to:

- 1 Understand detailed and complex written language
- 2 Understand detailed and complex spoken language

This Unit is a mandatory Unit of the Higher 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*.

The Course Assessment Specification for the Higher Modern Languages Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Modern Languages Course.

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:

- ◆ Modern Languages (National 5) Course or relevant component Units

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 detailed and complex written language by:

- 1.1 Identifying and selecting key details and information
- 1.2 Explaining key details and information
- 1.3 Expressing comprehension clearly

Outcome 2

The learner will:

2 Understand detailed and complex spoken language by:

- 2.1 Identifying key details and information
- 2.2 Identifying some aspects of detail
- 2.3 Expressing comprehension appropriately

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:

- ◆ reading one example of detailed and complex language
- ◆ listening to one example of detailed and complex language

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

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, print, or digital texts, such as an e-mail or a blog. Learners may use a bilingual dictionary, and/or be provided with a glossary of terms likely to prove difficult, as appropriate.

Evidence of listening can be gathered from one activity, or more. Evidence of listening gathered from learners' interactions, such as conversations, discussions or presentations, can be either stated or implied by responding appropriately in the modern language. Evidence of listening gathered through the use of audio, moving image, web-based or other digital media should be explicitly stated in English.

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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

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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Superclass: to be advised

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 to ensure they are using the most up-to-date version of the Unit Specification.