

# Draft National Unit Specification



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**Unit title:** Using Language (National 4)

**SCQF:** level 4 (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 talking and writing skills, and to develop their knowledge of simple but detailed language in familiar contexts. Learners develop the skills needed to use a modern language in straightforward contexts.

The Modern Languages (National 4) Course provides learners with the opportunity to develop their listening and talking, reading, and writing skills in order to understand and use language. The three Units, taken together, include the four language skills of listening and talking, reading, and writing. The structure of the Units enables learners to focus on the skills required to understand and use language and to integrate listening and talking, reading, and writing skills across the Units. Each Unit also offers opportunities for learners to focus on particular skills.

Learners who complete this Unit will be able to:

- 1 Use straightforward spoken language in a modern language
- 2 Use straightforward written language in a modern language

This Unit is a mandatory Unit of the Modern Languages (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides 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 Added Value Unit Specification for the Modern Languages (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Modern Languages (National 4) 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:

- ◆ Access 3 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 Use straightforward spoken language in a modern language by:

- 1.1 Identifying basic ideas and content in at least one of the following familiar contexts: citizenship, society, learning, employability, and culture
- 1.2 Using a basic structure for ideas and content that is mainly appropriate to purpose and audience
- 1.3 Using knowledge of language by applying basic features of grammar, pronunciation and appropriate register
- 1.4 Conveying basic meaning to a sympathetic listener with sufficient accuracy

### Outcome 2

The learner will:

#### 2 Use straightforward written language in a modern language by:

- 2.1 Identifying basic ideas and content in at least one of the following familiar contexts: citizenship, society, learning, employability, and culture
- 2.2 Using a basic structure for ideas and content that is mainly appropriate to purpose and audience
- 2.3 Using knowledge of language by applying basic features of spelling, punctuation and grammar
- 2.4 Conveying basic meaning to a sympathetic reader with sufficient accuracy

## 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:

- ◆ using straightforward spoken language in a modern language
- ◆ using straightforward written language in a modern language

Evidence can be gathered for individual Outcomes or gathered holistically for the Unit, Units or Course as a whole by combining assessment in one activity, or more.

Familiar contexts will be drawn from at least one of the following: citizenship, society, learning, employability, or culture. While learners will study a range of contexts across the Unit/Course, they will only be required to provide assessment evidence in one context in this Unit.

Evidence of talking can include learner interactions, such as conversations, discussions or presentations, and can be presented in either oral or digital form, such as a podcast. Evidence of talking should be at least two minutes. Learners can supplement their evidence

of talking with visual and audio aids, such as PowerPoint slides, film/audio clips, newspaper articles, or web-based or other digital media.

Evidence of writing, of at least 60 words, can be presented in either written or digital form, such as an e-mail or a blog. Learners can use a bilingual dictionary, as appropriate.

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*.

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## **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:** August 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.