
Unit title: Understanding Language (National 5)

SCQF: level 5 (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 listening and reading skills, and to develop their knowledge of simple but detailed language in familiar contexts, such as citizenship, society, learning, employability, and culture. Learners develop the skills needed to understand a modern language in straightforward contexts.

Modern Languages (National 5) provides learners with the opportunity to develop their listening and talking, reading, and writing skills in order to understand and use language. The two 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 Understand detailed written language in the modern language
- 2 Understand detailed spoken language in the modern language

This Unit is a mandatory Unit of the Modern Languages (National 5) 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*.

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 4) 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*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Understand detailed written language in the modern language by:

- 1.1 Identifying detailed information in one of the following familiar contexts: citizenship, society, learning, employability or culture
- 1.2 Identifying some significant aspects of detail
- 1.3 Identifying some significant use of grammar

Outcome 2

The learner will:

2 Understand detailed spoken language in the modern language by:

- 2.1 Identifying detailed spoken language from one of the following familiar contexts: citizenship, society, learning, employability or culture
- 2.2 Identifying some significant aspects of detail

Evidence Requirements for the Unit

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

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

- ◆ understanding detailed written language, in a modern language
- ◆ understanding detailed spoken language, in a modern language

Evidence of learning outcomes can be in written, oral or digital form. Evidence can be gathered for individual outcomes or gathered holistically for the Unit(s) 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 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 can use a bilingual dictionary or a glossary of terms likely to prove difficult, as appropriate.

Evidence of listening can be gathered from one activity, or more. Evidence of listening gathered from learner interactions, such as conversations, discussions or presentations, can be either stated or implied by responding appropriately in English or 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

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.