

Unit Support Notes — Life in Another Country: Optional 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).

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Introduction

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

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support* pack

General guidance on the Unit

Aims

The *Life in Another Country: Optional Language* (National 2) Unit is a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

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

Progression into this Unit

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

This Unit may be suitable for learners who have successfully completed qualifications in communication, modern languages or related areas at SCQF level 1.

Prior learning, life and work experiences may provide an appropriate basis for entry into this Unit. This could include relevant skills, knowledge and understanding and appropriate experiences and outcomes.

Skills, knowledge and understanding covered in this Unit

As this Unit will be 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.

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. However, content and contexts should provide evidence that all Outcomes and Assessment Standards in the Unit have been achieved.

Learners who complete this Unit will be able to:

- 1 Show understanding of simple words and/or phrases in the optional language.
- 2 Interact with another user of the optional language.

Progression from this Unit

This Unit may provide progression to:

- ◆ Units of the Modern Languages Course at National 2
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3
- ◆ further study, employment and/or training

Further details about these Units can be found on SQA's website.

Learners may progress to other Units at the same level or Units and Courses at higher levels. The nature of this progression will depend on the individual needs of the learner.

The skills, knowledge and understanding developed in this Unit could also support progression in other curriculum areas as well as life and work contexts.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment which can be used for the delivery of this Unit.

Learning and teaching

The skills-based focus of the Unit lends itself to the use of a variety of learning and teaching approaches, reflecting the values and principles of the curriculum. 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.

Learning should 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.

Many of these approaches could involve group work. Group work approaches can be used within Units where it is helpful to simulate real-life situations, share tasks and promote teamworking skills. However, there must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit.

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.

Examples of learning and teaching approaches and ways of recording evidence are provided in the table on the next page.

Life in Another Country: Optional Language (National 2)

The general aim of this Unit is to develop learners' basic language skills in understanding information in the optional language. Learners will also communicate in the optional language. The same optional language should be used across the Unit. The learner will:

Outcomes and Assessment Standards	Guidance and suggested learning and teaching approaches
<p>1 Show understanding of simple words and/or phrases in the optional language by:</p> <p>1.1 Identifying simple words and/or phrases in the context of personal language</p> <p>1.2 Identifying simple words and/or phrases in the context of transactional language</p>	<p>Teachers/lecturers should choose the optional language.</p> <p>Learning and teaching activities should focus on developing learners' understanding of simple words and/or phrases in the optional language. Possible learning and teaching activities could include:</p> <ul style="list-style-type: none">◆ 'filling in the blanks' activities◆ playing games/puzzles, eg number games, bingo, word searches◆ using flashcards/pictures/symbols◆ using everyday language in the classroom (eg colours, numbers)◆ making posters/scrapbooks accompanied with labels◆ using songs/poems◆ labelling items correctly (being able to read the labels and match them to the correct item, eg labelling items and/or foods in the classroom/centre)◆ using words and/or phrases in a simple text (eg about the learner's interest/hobby)◆ practical activities (eg identifying objects in the classroom/foods in the canteen)◆ participating in events such as fairs and festivals, shows and concerts (eg using the language of another country in a 'theme' café) and/or focus weeks (eg as part of a citizenship week) <p>Learners read and/or listen to simple words and/or phrases. Learners identify simple words and/or phrases in the context of personal language. Examples of personal language contexts/topics could include:</p>

	<table border="1"> <thead> <tr> <th>Lifestyles</th><th>Education</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ◆ friends and family ◆ appearance ◆ house/home town ◆ hobbies and interests/ leisure activities ◆ food and drink (eg likes and dislikes) ◆ pets </td><td> <ul style="list-style-type: none"> ◆ school/college attended ◆ subjects studied ◆ timetable(s) ◆ school/college-based activities ◆ favourite subject(s) ◆ friends, tutors, other staff </td></tr> </tbody> </table> <p>Learners also identify simple words and/or phrases in the context of transactional language. Examples of transactional language contexts/topics could include:</p> <table border="1"> <thead> <tr> <th>Shopping</th><th>Eating out</th><th>Travel</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ◆ numbers and/or quantities ◆ prices and/or currency ◆ food and drink ◆ presents/ souvenirs </td><td> <ul style="list-style-type: none"> ◆ menus ◆ ordering food and drink ◆ restaurants and cafés ◆ asking for the bill </td><td> <ul style="list-style-type: none"> ◆ holiday locations ◆ transport ◆ place names ◆ weather ◆ accommodation </td></tr> </tbody> </table>	Lifestyles	Education	<ul style="list-style-type: none"> ◆ friends and family ◆ appearance ◆ house/home town ◆ hobbies and interests/ leisure activities ◆ food and drink (eg likes and dislikes) ◆ pets 	<ul style="list-style-type: none"> ◆ school/college attended ◆ subjects studied ◆ timetable(s) ◆ school/college-based activities ◆ favourite subject(s) ◆ friends, tutors, other staff 	Shopping	Eating out	Travel	<ul style="list-style-type: none"> ◆ numbers and/or quantities ◆ prices and/or currency ◆ food and drink ◆ presents/ souvenirs 	<ul style="list-style-type: none"> ◆ menus ◆ ordering food and drink ◆ restaurants and cafés ◆ asking for the bill 	<ul style="list-style-type: none"> ◆ holiday locations ◆ transport ◆ place names ◆ weather ◆ accommodation
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<p>2 Interact with another user of the optional language by:</p> <p>2.1 Making relevant contributions to an interaction in a personal context</p> <p>2.2 Making relevant contributions to an interaction in a transactional context</p>	<p>Teachers/lecturers should choose the optional language.</p> <p>Teachers/lecturers are free to choose any appropriate personal and transactional context(s). However, it is suggested that learners could respond to the same topics that they have explored in Outcome 1.</p> <p>In this way, learners can develop skills which will enable them to provide evidence for both Outcomes (eg creating a poster of different food items with correct labelling of words and/or phrases in the optional language and then responding to questions about same).</p> <p>The dialogue should be initiated by the teacher/lecturer and could consist of a short sequence of familiar questions related to the topic and/or to the learner's personal experience. Learners could use an alternative method of communication within the interaction, as appropriate. Pointing or other non-linguistic means of communication is also acceptable (for example, the teacher/lecturer uses the</p>										

	<p>optional language; the learner points to the response he/she wishes to make by choosing from a pre-prepared list of topic-based expressions in the optional language).</p> <p>Learning and teaching activities which might support learners in developing skills in using words and/or phrases in the optional language could include:</p> <ul style="list-style-type: none"> ◆ responding to questions by highlighting words and phrases in a simple text (eg highlighting words and/or phrases in a menu in the optional language) ◆ practical activities (eg learners make a dish by following a recipe/instructions given in the optional language) ◆ oral responses (eg learner responds to questions by using words/phrases in the optional language) ◆ describing everyday objects and/or activities in the classroom by using words/phrases in the optional language ◆ participating in role-play and/or drama-based activities to explore the optional language ◆ creating posters, leaflets, audio and/or visual recordings to demonstrate understanding and awareness ◆ greeting visitors by using words and/or phrases in the optional language ◆ participating in a conversation and/or transaction by using simple words and phrases in the optional language where the teacher/lecturer prompts using images <p>Learners make relevant contributions to an interaction in a personal context. Learners also make relevant contributions to an interaction in a transactional context. Examples could include:</p> <table border="1"> <thead> <tr> <th>Suggested interaction</th><th>Personal context</th><th>Transactional context</th></tr> </thead> <tbody> <tr> <td>Conversation between teacher/lecturer and learner</td><td> <i>All about me</i> <ul style="list-style-type: none"> ◆ learner uses words and/or phrases in the optional language to communicate information about themselves </td><td> <i>Visiting a shop</i> <ul style="list-style-type: none"> ◆ learner uses words and/or phrases in the optional language (in a role-play conversation) to buy an item of clothing </td></tr> </tbody> </table>	Suggested interaction	Personal context	Transactional context	Conversation between teacher/lecturer and learner	<i>All about me</i> <ul style="list-style-type: none"> ◆ learner uses words and/or phrases in the optional language to communicate information about themselves 	<i>Visiting a shop</i> <ul style="list-style-type: none"> ◆ learner uses words and/or phrases in the optional language (in a role-play conversation) to buy an item of clothing
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	<p>Question and answer sequences</p>	<p><i>My family</i></p> <ul style="list-style-type: none"> ◆ learner uses words and/or phrases in the optional language to respond to questions about their family 	<p><i>Visiting a café</i></p> <ul style="list-style-type: none"> ◆ learner uses words and/or phrases in the optional language to order a meal/snack
<p>This Unit could be linked to activities in the National 2 Unit <i>Life in Another Country: Optional Country</i> and/or Units of the National 2 Modern Languages Course.</p> <p>This Unit could also be achieved in the context of, for example, a focus week on another country, a visit to the school by someone from another country or a centre-wide event.</p>			

Assessment

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements outlined and described in the *Unit Specification* and the *Unit Assessment Support* pack.

To achieve the Unit, learners must achieve the Unit Outcomes.

Evidence for this Unit could be collected during learning and teaching activities.

Teachers/lecturers could therefore record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ oral questioning before, during and on completion of an activity (recorded using an audio-visual or audio recording or using detailed written assessor notes as evidence)
- ◆ learning and teaching activities which generate physical evidence for assessment
- ◆ identifying opportunities to record evidence within out-of-centre activities

Alternatively, where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

Learners will benefit from receiving accurate and regular feedback on their work 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.

Authentication

For guidance on authentication of evidence that is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for verification purposes

It is anticipated that learners will need a high degree of teacher/lecturer assistance. More details about the type of support are provided within the Equality and inclusion section.

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

The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop in this Unit. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

Skills for learning, skills for life and skills for work	Examples of learning and teaching approaches
1 Literacy	<p>1.3 Listening and talking Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.</p>
4 Employability, enterprise and citizenship	<p>4.6 Citizenship Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.</p>
5 Thinking skills	<p>5.1 Remembering Remembering is the ability to identify, recognise and recall facts, events and sequences.</p>
<p>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.</p>	<p>Where appropriate, learners could demonstrate aspects of citizenship (eg being outward looking towards society) by:</p> <ul style="list-style-type: none"> ◆ interacting with others using the language of another country <p>Where appropriate, learners could demonstrate thinking skills by:</p> <ul style="list-style-type: none"> ◆ identifying and using words and/or phrases in the language of another country

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the Unit.

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 that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels. The support provided should be appropriate for the learner, for the subject area and for the activity involved. 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 and/or scribe as appropriate)
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT, including adaptive technologies such as braille and assistive technologies (such as voice activated software) to support learners with limited capacities to write

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 generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website:
<http://www.sqa.org.uk/sqa/14976.html>
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Guide to Assessment \(January 2014\)](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [Coursework Authenticity — a Guide for Teachers and Lecturers](#)
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and
- ◆ SCQF level descriptors: 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](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ [SQA e-assessment web page](#)

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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