

## Modern Languages for Work Purposes (SCQF level 3) Unit

**SCQF:** level 3 (6 SCQF credit points)

### Unit codes:

F3CF 09: Cantonese for Work Purposes  
F3CG 09: French for Work Purposes  
F3CD 09: Gaelic (Learners) for Work Purposes  
F3CC 09: German for Work Purposes  
F3CB 09: Italian for Work Purposes  
F3CA 09: Mandarin for Work Purposes  
F3C9 09: Polish for Work Purposes  
F3C8 09: Russian for Work Purposes  
F3C7 09: Spanish for Work Purposes  
F3CE 09: Urdu for Work Purposes

### Unit outline

The general aim of this Unit is to provide learners with the opportunity to develop basic skills in talking and listening needed to communicate in **any** vocational context using the language studied. It encourages learners to reflect on skills required for employability.

The Units are a suite of free standing Units that are built on a single generic specification covering 10 languages:

- ◆ Cantonese
- ◆ French
- ◆ Gaelic (Learners)
- ◆ German
- ◆ Italian
- ◆ Mandarin
- ◆ Polish
- ◆ Russian
- ◆ Spanish
- ◆ Urdu

Learners who complete this Unit will be able to:

- 1 Take part in job-related discussions in the modern language
- 2 Demonstrate understanding of simple vocational texts spoken in the modern language

This Unit is a mandatory Unit of the Modern Languages for Life and Work Award (SCQF level 3) 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 *Unit Assessment Support*.

## **Recommended entry**

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

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 Take part in job-related discussions in the modern language by:**

- 1.1 Beginning and concluding the discussions using appropriate formal conventions
- 1.2 Exchanging relevant information as appropriate to purpose
- 1.3 Using structures and vocabulary appropriate to purpose
- 1.4 Demonstrating sufficiently accurate pronunciation to convey meaning to a sympathetic listener

### Outcome 2

The learner will:

#### **2 Demonstrate understanding of simple vocational texts spoken in the modern language by:**

- 2.1 Identifying correctly the main points of the texts
- 2.2 Identifying correctly points of detail in the texts

## 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 their talking and listening skills in the modern language by:

- ◆ taking part in at least one job-related discussion using simple language
- ◆ demonstrating understanding of at least one simple spoken vocational text

Evidence should be gathered in combination with other Outcomes where possible, either from this Unit or if delivered as part of the Modern Languages for Life and Work award (SCQF level 3) in combination with the Outcomes from the Building Own Employability Skills Unit (SCQF level 3).

Exemplification of assessment will be provided in *Unit Assessment Support*. 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 also develop broad, generic skills through this Unit. The skills that are likely to be appropriate for this 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**

4.1 Employability

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* and its associated guidance *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*. 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:** April 2012 (version 1.0)

**Superclass:** FK

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## History of changes to Award Unit Specification

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.

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