



## Personal Language (National 2)

**SCQF:** level 2 (6 SCQF credit points)

### Unit codes:

H271 72	French
H27M 72	German
H215 72	Italian
H26N 72	Spanish
H6DV 72	Gaelic (Learners)

### Unit outline

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

Learners who complete this Unit will be able to:

- 1 Show understanding of simple words and phrases in the modern language in the context of lifestyle and/or education
- 2 Interact with another user of the modern language by communicating and responding in the context of lifestyle and/or education

This Unit is an optional Unit of the National 2 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 *Unit Assessment Support*.

### Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

## **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 **Show understanding of simple words and phrases in the modern language in the context of lifestyle and/or education by:**
  - 1.1 Identifying simple words and phrases about the learner's lifestyle and/or education

### Outcome 2

The learner will:

- 2 **Interact with another user of the modern language by communicating and responding in the context of lifestyle and/or education by:**
  - 2.1 Making relevant contributions to an interaction

## 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 Outcome 1, learners will demonstrate the ability to identify at least **eight** simple words and phrases about **two** different topics in the context of lifestyle and/or education. This means learners will identify at least eight simple words and phrases **in total**.

For Outcome 2, learners will demonstrate the ability to make at least **eight** contributions to at least **two** interactions about lifestyle and/or education. This means learners will make at least eight contributions **in total**. The two interactions will be on different topics.

It is expected that learners will receive support to achieve the Outcomes of this Unit.

Exemplification of assessment is 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 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.

## **1 Literacy**

- 1.1 Reading
- 1.3 Listening and talking

## **4 Employability, enterprise and citizenship**

- 4.3 Working with others

## **5 Thinking skills**

- 5.1 Remembering
- 5.2 Understanding
- 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 as 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:** May 2014 (version 1.2)

**Superclass:** FK

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Description of aims in Unit outline clarified. Minor clarification of evidence requirements.	Qualifications Development Manager	June 2013
1.2	Addition of Gaelic (Learners) as one of the possible language contexts for this Unit.	Qualifications Manager	May 2014

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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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