

Unit Support Notes — Life in Another Country: Optional Country (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 Country* (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 Country* (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' awareness of the lives, cultures and communities of others and an appreciation of the ways in which they are both similar and different from their own.

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 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 Investigate a topic relating to life in another country.
- 2 Show an understanding of aspects of the learner's own community and culture and the community and culture of another country.

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 Country (National 2)

The general aim of this Unit is to develop learners' awareness of the lives, cultures and communities of others and an appreciation of the ways in which they are both similar and different from their own. The learner will:

Outcomes and Assessment Standards	Guidance and suggested learning and teaching approaches																	
<p>1 Investigate a topic relating to life in another country by:</p> <p>1.1 Choosing a topic relating to life in another country</p> <p>1.2 Identifying information about the chosen topic</p> <p>1.3 Communicating information about the chosen topic</p>	<p>Teachers/lecturers should choose the country to be investigated. The same country should be used for all Assessment Standards. Teachers/lecturers could provide a list of topics relating to life in another country and ask learners to choose from this list. Examples could include:</p> <table border="1" data-bbox="651 692 1962 1008"> <tbody> <tr> <td>Traditions and customs</td> <td>Restaurants and cafés, food and drink</td> <td>Education (eg school, college)</td> </tr> <tr> <td>Shopping</td> <td>Leisure time activities including sports</td> <td>Geographical aspects</td> </tr> <tr> <td>Festivals and celebrations</td> <td>Money</td> <td>Transport, travel and tourism</td> </tr> <tr> <td>Cultural events, music, arts, dance, cinema, TV</td> <td>Historical aspects</td> <td>Lifestyle, health and interests</td> </tr> <tr> <td>Daily routine</td> <td>Careers and work routines</td> <td>Social issues and/or aspects</td> </tr> </tbody> </table> <p>Examples of possible learning and teaching approaches could include:</p> <ul style="list-style-type: none"> ◆ reading and listening to information about the other country, for example webcasts, TV programmes, online video clips ◆ gathering information from travel brochures and/or other printed materials about the country being investigated ◆ listening to and/or interviewing people from the chosen country ◆ participating in activities linked to other subject areas (eg cooking the national dish(es) of another country) 			Traditions and customs	Restaurants and cafés, food and drink	Education (eg school, college)	Shopping	Leisure time activities including sports	Geographical aspects	Festivals and celebrations	Money	Transport, travel and tourism	Cultural events, music, arts, dance, cinema, TV	Historical aspects	Lifestyle, health and interests	Daily routine	Careers and work routines	Social issues and/or aspects
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Daily routine	Careers and work routines	Social issues and/or aspects																

- ◆ links with other countries, for example pen pals, e-twinning, exchange programmes
- ◆ whole-centre events with a focus on another country (eg learners could participate in events such as fairs and festivals, shows and concerts, by singing songs in the language of another country, and/or through focus weeks such as citizenship week).

Learners choose a topic relating to life in another country. Learners also identify and communicate information about the chosen topic. Examples could include:

Country	Topic and information found	Communicated by
Russia	Money: use roubles (RUB) (notes) and kopeks (coins) OR Leisure and Sport: home of famous ballet company (Bolshoi); people play bandy (Russian hockey)	Creating labels and matching them to the appropriate items of money in a tabletop display OR Creating a drawing of a ballerina and a hockey player
Japan	Festivals: two main festivals are the Sapporo Snow Festival (ice sculptures) and the Cherry Blossom festival OR Food: two national dishes are sushi and miso soup	Downloading an image of an ice sculpture and an image of a cherry tree in blossom and creating a folder to save the images OR Using modelling clay to create a piece of sushi and the noodles for miso soup

2 Show an understanding of aspects of the candidate's own community and culture and the community and culture of another country by:

Teachers/lecturers should choose the country and aspects of life, community and culture to be compared. Examples could include:

Traditions and customs	Restaurants and cafés, food and drink	Education (eg school, college)
Shopping	Leisure activities including sports	Geographical aspects

2.1 Identifying similarities between the candidate's country and a given country	Festivals and celebrations	Money	Transport, travel and tourism
	Cultural events, music, arts, dance, cinema, TV	Historical aspects	Lifestyle, health and interests
	Daily routine	Careers and work routines	Social issues and/or aspects
2.2 Identifying differences between the candidate's country and a given country	<p>The same country should be used for both Assessment Standards, ie to identify both similarities and differences.</p> <p>Examples of possible learning and teaching approaches could include:</p> <ul style="list-style-type: none"> ◆ using worksheets/tables/grids/lists/bullet points to show similarities and/or differences ◆ participating in role play and/or drama-based activities to explore aspects of life in another country ◆ creating posters, leaflets, audio and/or visual recordings about aspects of life in another country ◆ reading and listening to information about the other country, for example webcasts, TV programmes, online video clips ◆ listening to and/or interviewing people from the chosen country ◆ links with other countries, for example pen pals, e-twinning, exchange programmes ◆ whole-centre events with a focus on the UK and another country (eg a visit to the school by someone from another country or a centre-wide event such as a 'theme café') <p>Learners identify similarities between their country and a given country. Learners also identify differences between their country and a given country.</p>		

Examples could include:

Country	Similarities with the UK	Differences with the UK
Iceland	<ul style="list-style-type: none"> ◆ both island nations ◆ there are mountains ◆ there are beaches ◆ both countries are part of Europe ◆ education and healthcare are free in both countries ◆ both have a large fishing industry 	<ul style="list-style-type: none"> ◆ there are live volcanoes ◆ the sand on beaches is black ◆ there are thermal spas ◆ there are no trains ◆ there are no motorways ◆ you must use headlights when driving
Belgium	<ul style="list-style-type: none"> ◆ both have a monarch ◆ both are part of Europe ◆ school education is free ◆ both have a Prime Minister ◆ there are lakes ◆ political system is similar with powers for regions/states 	<ul style="list-style-type: none"> ◆ it has three official languages (Dutch/French/German) ◆ they drive on the right ◆ fewer people live there ◆ they must study another language in primary school ◆ it has borders with more than one country (eg France, Germany, Luxembourg and the Netherlands) ◆ it is a flat country; there are no mountains

This Unit could be linked to activities in other National 2 Units, for example *Life in Another Country: Optional Language* and *RME: World Religions*.

This Unit could also be linked to activities in Units of the National 2 Modern Languages Course.

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.

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>	<p>Where appropriate, learners could use their normal mode of communication to:</p> <ul style="list-style-type: none"> ◆ communicate, eg choosing a topic relating to life in another country ◆ respond, eg communicating information about the chosen topic
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>	<p>Where appropriate, learners could demonstrate aspects of citizenship (eg being outward looking towards society) by:</p> <ul style="list-style-type: none"> ◆ identifying similarities between aspects of life in their own country and in another country ◆ identifying differences between aspects of life in their own country and in another country
5 Thinking skills	
<p>5.1 Remembering Remembering is the ability to identify, recognise and recall facts, events and sequences.</p>	<p>Where appropriate, learners could demonstrate thinking skills by:</p> <ul style="list-style-type: none"> ◆ identifying and communicating information about a chosen topic relating to life in another country
<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>	

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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