



**Group Award Specification for
Modern Languages for Life and Work —
SCQF level 4**

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1 Introduction

The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification.
- ◆ provide a guide for new staff involved in offering the qualification.
- ◆ inform course managers, teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

The Modern Languages for Life and Work award (SCQF level 4) provides learners with the opportunity to develop language skills in combination with employability skills while also being able to follow their own interests in a cultural context. Learners will develop language skills in one or two modern languages which they can apply in life and work. Learners gain a greater understanding of their own and other cultures by comparing aspects of life in different countries and will play a fuller part as global citizens.

This award is a broad-based qualification suitable for all learners who wish to develop their vocational and communication skills through one or two modern languages. The award is also suitable for learners who wish to learn one or two modern languages in practical and relevant contexts and develop their employability skills.

Additionally, the course provides a pathway for those learners who wish to continue with further studies of a modern language. The Modern Languages for Life and Work award at SCQF level 4 is designed to facilitate progression to Modern Languages National Courses at SCQF level 4, the Modern Languages for Life and Work award in one or more other languages at level 4 or the Modern Languages for Life and Work award at SCQF level 5.

2 Qualifications structure

Learners require 2.5 SQA credits (15 SCQF points) in total to achieve the Modern Languages for Life and Work award. This is comprised of three mandatory units at SCQF level 4. Learners can use the same modern language for the *Modern Languages for Work Purposes* unit and the *Modern Languages for Life* unit, or a different modern language for each.

2.1 Structure

4 Code	2 Code	Unit title	SQA credit	SCQF credit points	SCQF level
F787	10	Building Own Employability Skills	0.5	3	4
1 credit required:					
J4A2	44	Cantonese for Work Purposes	1	6	4
J4AH	44	French for Work Purposes	1	6	4
J631	44	Gaelic for Work Purposes	1	6	4
J4AV	44	German for Work Purposes	1	6	4
J4AX	44	Italian for Work Purposes	1	6	4
J4B0	44	Mandarin for Work Purposes	1	6	4
J4B2	44	Polish for Work Purposes	1	6	4
J4B4	44	Russian for Work Purposes	1	6	4
J4B6	44	Spanish for Work Purposes	1	6	4
J4B8	44	Urdu for Work Purposes	1	6	4
1 credit required:					
H194	44	Cantonese for Life	1	6	4
H195	44	French for Life	1	6	4
J630	44	Gaelic for Life	1	6	4
H192	44	German for Life	1	6	4
H191	44	Italian for Life	1	6	4
H18Y	44	Mandarin for Life	1	6	4
H18V	44	Polish for Life	1	6	4
H18T	44	Russian for Life	1	6	4
H18S	44	Spanish for Life	1	6	4
H18R	44	Urdu for Life	1	6	4

3 Aims of the qualification

The principal aim of the Modern Languages for Life and Work award is to study one or two languages in practical and relevant contexts for life and work, and identify, develop and demonstrate employability skills.

3.1 General aims of the qualification

This award offers learners opportunities to develop and extend a wide range of skills and attributes, including:

1. Communication.
2. Self-awareness.
3. Confidence.
4. Independent learning.
5. Interaction and collaboration with others in vocational and cultural contexts.
6. A pathway for learners to continue with further studies of a modern language.

3.2 Specific aims of the qualifications

7. Development of reading, listening, talking and writing skills in one or two modern languages in the contexts of life and work.
8. Development of knowledge of one or two modern languages in the contexts of life and work.
9. Development of employability skills.

4 Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. Prior learning in the subject is not essential, although the course provides opportunities for learners to build on prior learning experienced in a broad general education or in modern languages qualifications at a lower SCQF level. The course is suitable for a wide range of learners and combines the receptive and productive skills of language.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	3	Learners listen to spoken texts and identify main points and points of detail. They read written texts and identify main points and points of detail. They participate in conversations in the language studied on chosen topics related to society and culture and employability which offer opportunities to provide and request information.
Numeracy	2	Learners participate in job-related activities relating to dates, times, hours of work, rates of pay, length of employment.
Information and Communication Technology (ICT)	Not applicable	Learners research the society and culture of the country in which the language is used. This research can be face-to-face, paper based or digital.
Problem Solving	3	Learners research the skills needed for employability and use this research to practise these skills by writing a curriculum vitae (CV) and preparing for, and taking part in, a job interview.
Working with Others	N/A	Opportunities to work co-operatively with others may exist through delivery approaches.

5 Additional benefits of the qualification in meeting employer needs

The Scottish Government believe it is important for Scotland that our young people are attracted to learning languages, so that they are well equipped for life and work in the ever-changing global marketplace. By supporting our young people to learn additional languages, we are helping to grow our economy.

Both further and higher education also recognise the benefit of having combined qualifications for improving employment opportunities such as Languages and Business, Languages and Law, Languages and Accountancy and increasingly Languages and STEM subjects.

In addition, significant opportunities exist for learners to develop more generic skills, known as Core Skills, through doing this qualification.

5.1 Mapping of qualification aims to units

Unit title	Aims								
	1	2	3	4	5	6	7	8	9
Modern Languages for Life	X	X	X	X	X	X	X	X	
Modern Languages for Work Purposes	X	X	X	X	X	X	X	X	
Building Own Employability Skills	X	X	X	X	X				X

5.2 Mapping of Core Skills development opportunities across the qualifications

Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
	Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
Modern Languages for Life	X	X	X			X					X	
Modern Languages for Work Purposes	X	X	X	X		X	X		X		X	
Building Own Employability Skills	X	X	X			X	X	X		X	X	

5.3 Assessment strategy for the qualifications

Unit	Assessment	
	Outcome 1	Outcome 2
Modern Languages for Life	Learners will take part in at least one straightforward conversation related to society and culture in the modern language. Learners will have a clear brief to produce one piece of spoken evidence in the modern language. This spoken evidence will be generated on one occasion and will be supported either by a detailed assessor checklist or an audio recording. There is no specific limit on the length of the conversation but it is likely to last for approximately 3 to 4 minutes. The assessment will be supportive, and learners will be permitted to request clarification and/or repetition in the modern language. Additionally, they may use brief notes as an aid to memory. The evidence will be produced under supervised conditions.	Learners will demonstrate understanding of at least one straightforward text related to society and culture spoken in the modern language by identifying correctly the main points and points of detail. Learners will produce their evidence in response to written or spoken stimuli in English based on the spoken text. This evidence will be produced under supervised conditions and may be in written or spoken form. Learners may listen to the spoken text as many times as they need. Learners may use a bi-lingual dictionary or vocabulary list.
Modern Languages for Work Purposes	Learners will take part in at least one job-related discussion with one other person in the modern language. This discussion may take the form of an interview for a job or a more general conversation about vocational matters. Learners will have a clear brief to allow them to produce one piece of spoken evidence in the modern language. This spoken evidence will be generated on one occasion and will be supported either by a detailed assessor checklist or an audio recording. There is no specific limit on the length of the discussion but it is likely to last for approximately 3 to 4 minutes. The assessment will be supportive, and learners will be permitted to request clarification and/or repetition in the modern language.	Learners will demonstrate understanding of at least one straightforward vocational text written in the modern language by identifying correctly the main points and points of detail. Learners will produce their evidence in response to written or spoken stimuli in English based on the written text. This evidence will be produced under supervised conditions and may be in written or spoken form. Learners may use a bi-lingual dictionary or vocabulary list.

Unit	Assessment	
	Outcome 1	Outcome 2
	Additionally, they may use brief notes as an aid to memory. The evidence will be produced under supervised conditions.	
Building Own Employability Skills	<p>Learners will build their employability skills by finding information about suitable employment opportunities and practising the skills needed to apply for a job. Learners will use at least two sources of information to find out about jobs that are available and employers who may have jobs that are suitable for them. They will practise at least two of the skills needed to apply for a job, for example: contacting an employer to enquire about a job; filling in a job application; preparing a curriculum vitae (CV); preparing for, or participating in, an interview.</p> <p>Achievement of these skills may be demonstrated either in English or in the chosen modern language.</p> <p>Learners will receive support throughout the unit whilst generating the evidence required.</p>	

6 Guidance on approaches to delivery and assessment

Appendix 1 provides detail on possible approaches to delivery and assessment of the award in Modern Languages for Life and Work. It includes suitable topics, tasks and approaches to assessment.

6.1 Sequencing/integration of units

The units can be taught in any order. Learners can develop employability skills in the *Modern Languages for Work Purposes* unit and the *Building Own Employability Skills* unit. These units can be delivered in combination, or as free-standing units.

Learners can use the same modern language for the *Modern Languages for Work Purposes* unit and the *Modern Languages for Life* unit, or a different modern language for each.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

6.2.1 Articulation and/or progression

The course provides a pathway for those learners who wish to continue with further studies of a modern language. The Modern Languages for Life and Work award at SCQF level 4 is designed to facilitate progression to Modern Languages National Courses at SCQF level 4, the Modern Languages for Life and Work award in one or more other languages at level 4 or the Modern Languages for Life and Work award at SCQF level 5.

6.2.4 Credit transfer

The knowledge and skills development in the revised unit is sufficiently similar to justify credit transfer from the old to the corresponding new unit.

New Unit Title	Unit Code	Start Date	Old Unit Title	Unit Code	Finish Date
Gaelic for Work Purposes	J631 44	01/08/2021	Gaelic (Learners) for Work Purposes	J4AN 44	31/07/2024
Gaelic for Life	J630 44	01/08/2021	Gaelic (Learners) for Life	H194 44	31/07/2024

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this award. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

6.4 Support materials

A **list of existing ASPs** is available to view on SQA's website.

6.5 Resource requirements

There are no specific resource requirements associated with this award.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Core Skills: are a group of five skills that are key to learning and working in today's world. The Core Skills framework was produced by the Scottish Government and describes what the general and specific skills of each Core Skill are. The five Core Skills are: *Communication, Numeracy, Information and Communication Technology (ICT), Problem Solving* and *Working with Others*. Each Core Skill is available at levels 2 to 6 of the Scottish Credit and Qualifications Framework (SCQF).

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date
04	<p>Section 2.1 Structure</p> <p>Unit titles, codes and rules added for consistency with section 6.1 Sequencing/integration of units.</p> <p>Section 6.2.4 Credit transfer</p> <p>This section has now been included to highlight Unit revision. The knowledge and skills development in the revised unit is sufficiently similar to justify credit transfer from the old to the corresponding new unit.</p>	February 2023
03	Unit title changed from Gaelic Learners to Gaelic	February 2022
02	<p>Content moved to current Group Award Specification. Amends made for clarification.</p> <p>No changes to standards. Languages for Work Purposes units recoded.</p>	May 2020

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The Modern Languages for Life and Work award (SCQF level 4) comprises three units — *Modern Languages for Life*, *Modern Languages for Work Purposes* and *Building Own Employability Skills*. This award receives 15 SCQF credit points at SCQF level 4.

The award provides you with the opportunity to develop language skills in combination with employability skills while also being able to follow your own interests in a cultural context. You will develop language skills in one or two modern languages which you can apply in life and work. You will gain a greater understanding of your own and other cultures by comparing aspects of life in different countries.

The main purpose of this award is to study one or two languages in practical and relevant contexts for life and work, and identify, develop and demonstrate employability skills.

The award provides the opportunity to study the following languages:

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

You can use one modern language for the *Modern Languages for Work Purposes* unit and the *Modern Languages for Life* unit, or a different modern language for each.

You will have the opportunity to develop and extend a wide range of skills and attributes, including communication, self-awareness, confidence and independent learning as well as the ability to interact and collaborate with others in vocational and cultural contexts.

Prior learning in the subject is not essential, although the course provides opportunities for you to build on prior learning experienced in a broad general education or in modern languages qualifications at a lower SCQF level.

Additionally, the course provides a pathway should you wish to continue with further studies of a modern language.

Modern Languages for Life unit

The purpose of this unit is to develop skills in talking and listening in practical and relevant contexts using the language studied. You will be assessed on your ability to communicate in your chosen language and on your understanding of straightforward spoken texts related to society and culture in countries where your chosen language is used.

Modern Languages for Work Purposes unit

The purpose of this unit is to develop skills in talking and reading needed to communicate in any vocational context using the language studied. You will be assessed on your ability to communicate on job-related matters in your chosen language and on your understanding of simple vocational texts written in that language.

Building Own Employability Skills unit

The purpose of this unit is to provide you with the opportunity to acquire the skills needed in order to gain employment. These skills include finding out about job opportunities and employers and the skills needed to apply for a job. You will be assessed on your ability to research suitable employment opportunities and your ability to perform at least two of the tasks associated with getting a job. These tasks may be completed either in English or in your chosen modern language.

Appendix 1: Exemplification

The Modern Languages for Life and Work award is likely to be delivered in a variety of settings, for example school, college or lifelong learning contexts. The advice and guidance in this section cover these sectors, and teachers and lecturers should use their professional judgement in designing and delivering the award so that it is appropriate, relevant and motivating for individual learners.

Flexibility within units offers the opportunity for personalisation and choice, as the learners have opportunities to focus on their own development needs and to set targets and identify tasks to enable them to address these needs.

Modern Languages for Life unit

The purpose of this unit is to develop skills in talking and listening (assessed) and reading and writing (not assessed) in practical and relevant contexts using the language studied. Learners explore society and culture in countries where the modern language is used.

Contexts are related to everyday life and culture and are relevant to the learners' own particular situations, interests and needs. It is envisaged that coverage of the following topic areas may be appropriate:

- ◆ Personal details
- ◆ Family and friends
- ◆ Lifestyles (healthy living, illness)
- ◆ Daily routines
- ◆ Hobbies and interests
- ◆ Home town
- ◆ Comparison of Scotland to countries where the modern language is spoken
- ◆ Shopping
- ◆ Food and drink
- ◆ School
- ◆ Holidays
- ◆ Special events

Modern Languages for Work Purposes unit

The purpose of this unit is to provide learners with the opportunity to develop skills in talking and reading (assessed) and listening and writing (not assessed) needed to communicate in any vocational context using the language studied. It encourages learners to reflect on skills required for employability.

It is envisaged that coverage of the following topic areas may be appropriate:

- ◆ Personal details
- ◆ Skills and qualities
- ◆ Duties and responsibilities
- ◆ Numbers
- ◆ Time
- ◆ Days of week
- ◆ Money matters
- ◆ Part-time jobs

- ◆ Areas of study
- ◆ Transport
- ◆ Directions
- ◆ Future plans and ambitions
- ◆ Work experience
- ◆ Formal communication (letter/e-mail or telephone)

It may be the case, for example, that some of the proposed topics are more relevant to a group of adults than to school pupils, or vice versa. Teachers and lecturers have the flexibility to develop language content to fit the needs of their learners provided that, in so doing, they offer sufficient coverage of relevant topics to allow their learners to achieve all outcomes and performance criteria.

Building Own Employability Skills unit

The purpose of this unit is to provide learners with the opportunity to develop their employability skills, reflect on their own qualities, skills and experience and to develop the skills necessary to gain employment.

In completing this unit learners will undertake the following tasks:

- ◆ Gathering information
- ◆ Completing a CV
- ◆ Preparing for interview

Possible approaches to delivering the award

A variety of approaches to deliver the Modern Languages for Life and Work award should be used. Some examples are:

- ◆ Learners choose contexts for employability and cultural aspects for the units.
- ◆ Learners choose the modern language they want to study in each of the component units.
- ◆ Learners may choose one modern language for the *Modern Languages for Work Purposes* unit and a different modern language for the *Modern Languages for Life* unit.
- ◆ Learners study independently for the assessments.
- ◆ Learners have choices in terms of day-to-day learning and teaching, for example choosing to respond orally, by digitally recording answers or in writing.
- ◆ Learners create their own learning targets and plans for language learning.
- ◆ Learners are provided with differentiated materials and approaches for listening, reading, talking and writing.
- ◆ Learners complete a learning log, outlining their learning in terms of language content, contexts and skills development.
- ◆ Teachers and lecturers offer a range of assessments in each skill.
- ◆ Teachers and lecturers and learners decide on the most appropriate assessment methods, taking into account the individual needs and preferences of learners.
- ◆ Teachers and lecturers give individual feedback to learners in general terms and relating to the specific skills of listening, reading, talking and writing.

Possible approaches to assessment

Assessment for the Modern Languages for Life and Work award consists of gathering evidence to show that the candidate is able to successfully complete all the outcomes in the units. Evidence may be gathered as candidates work through the units in an integrated way. Alternatively, evidence can be gathered on a unit-by-unit basis.

Assessment approaches should aim to help learners to progress through the award at their own pace and to enable them to demonstrate their achievements in a variety of ways. Assessment evidence can be presented in any form appropriate to the candidate and the activity undertaken. Evidence may be paper-based or recorded (audio or video). Evidence may be supported by observation checklists and/or oral questions and answers. Candidates may also provide evidence through blogs or other electronic means.

Specific evidence requirements can be found in the unit specifications.

The following tables provide examples of how candidates could achieve the outcomes.

Modern Languages for Life unit	
Outcomes	Tasks
<p>Outcome 1 Take part in straightforward conversations in the modern language related to society and culture.</p>	<p>Learners have a series of choices dependent on their interests.</p> <p>Learners could discuss:</p> <ul style="list-style-type: none"> ◆ a town/region ◆ the kinds of food available ◆ the variety of sports/leisure opportunities places of interest ◆ home ◆ school
<p>Outcome 2 Demonstrate understanding of straightforward languages related to society and culture spoken in the modern language.</p>	As above

Modern Languages for Work Purposes unit	
Outcomes	Tasks
<p>Outcome 1 Take part in job-related discussions in the modern language.</p>	Learners research the vocabulary required for specific jobs.
<p>Outcome 2 Demonstrate understanding of straightforward vocational texts written in the modern language.</p>	Learners apply the knowledge of vocabulary required for specific jobs.

Building Own Employability Skills unit	
Outcomes	Tasks
<p>Outcome 1 Learners will build their employability skills.</p>	<p>Learners research the jobs available, according to their interests.</p> <p>Learners complete CVs and make an application.</p> <p>Learners take part in an interview.</p>

Examples of assessment opportunities for this award include:

Modern Languages for Life		
Task	Listening assessment opportunities	Talking assessment opportunities
Two young people talk about their everyday life.	Listen to young people talking about their everyday life and answer questions on the language text in oral, digital or written form.	Take part in a conversation about everyday life.
A young person describes their home life.	Complete a gap-fill exercise/answer questions based on the text in oral, digital or written form.	Discuss their own home life by responding to questions.
Two young people compare their home towns.	Listen to description and summarise the main points of the text and answer some specific questions on points of detail.	Discuss their home town in the target language.
Interview where a young person describes free time activities.	Listen to interview. Answer questions on points of detail.	Role-play conversation, answering questions about free time.

Modern Languages for Work Purposes		
Task	Talking assessment opportunities	Reading assessment opportunities
Advertisements for a variety of jobs.	Take part in a job interview.	Read an advert/adverts for job and answer questions in English in oral, digital or written form.
A blog in which a young person describes their work experience.	Learners discuss their own work experience by responding to questions.	Complete a gap-fill exercise based on the text in oral, digital or written form.
A description of the roles and responsibilities of a particular job.	Discuss the job in the target language.	Read a description and summarise the main points of the text and answer some specific questions on points of detail.
An Interview where a young person describes voluntary work they carried out.	Role-play conversation, answering questions about voluntary work.	Read the interview. True or false exercise. Correct all incorrect statements.

Specific evidence requirements can be found in the unit specifications.

Combining assessment in language units to achieve multiple outcomes

Case study 1

<p>The learner is interested in a career in the international hotel sector, in reception. The learner researches available posts in the hotel in the local area. The learner completes an application form and CV and submits an application to the hotel. The learner is invited to interview and is appointed in post after a successful interview.</p> <p>As the hotel is part of an international chain, there are opportunities to work in another country. The learner therefore:</p> <ul style="list-style-type: none">◆ researches online/in the training manual the language and skills required to work successfully in reception in another country and completes a checklist.◆ reads a blog written by a receptionist in a large hotel in another country and completes a checklist.◆ as part of the training course, the learner takes part in a role play in the modern language, working in reception. <p>The learner is offered a work placement in another country and decides to research the location of the sister hotel by listening to a podcast in which the tourist office describes the amenities of the local area.</p> <p>The learner summarises the key points and discusses them with another learner/teacher/lecturer/language assistant.</p>	<p>This overtakes the learning outcome for the <i>Building Own Employability Skills</i> unit.</p> <p>This overtakes the learning outcomes for the <i>Modern Languages for Work Purposes</i> unit.</p> <p>This overtakes the learning outcomes for the <i>Modern Languages for Life</i> unit.</p>
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Case study 2

<p>The learner is currently attending a local college. Through online research, the learner discovers a company in Switzerland looking for consultants with English and basics in other languages. The learner decides to apply but must undergo an initial interview in Scotland.</p> <p>The learner decides to research the company and reads an online advert, together with a profile of the company. The learner completes a checklist, noting the basic details about the job's requirements and benefits, for example details of the company, type of job, working hours, salary and duration of post.</p> <p>The learner decides to contact the company over the phone in the modern language to enquire about the basic details of the job's requirements and benefits, for example details of the company, type of job, working hours, salary and duration of post.</p> <p>The learner is unsure about working in a different country and decides to phone the tourist office of the area where the company is situated, using the modern language. In order to further develop a knowledge of the way of life in that part of the world the learner asks a few basic questions about food, the weather, local customs, etc and notes down some details/completes a checklist.</p>	<p>This overtakes the learning outcome for the <i>Building Own Employability Skills</i> unit.</p> <p>This overtakes the learning outcomes for the <i>Modern Languages for Work Purposes</i> unit.</p> <p>This overtakes the learning outcomes for the <i>Modern Languages for Life</i> unit.</p>
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Case study 3

<p>The learner is a keen footballer and wants to find a job at a sports summer camp affiliated to a football club in another country. The learner researches what posts are available and completes an application form and CV for the agency that is carrying out the initial interviews in the local area/Scotland. The learner is successful in interview and is appointed.</p>	<p>This overtakes the learning outcome for the <i>Building Own Employability Skills</i> unit.</p>
<p>The learner researches online/in the training manual the language and skills required to work successfully in a sports' summer camp and completes a True or False form in English, correcting all incorrect statements</p>	<p>This overtakes the learning outcomes for the <i>Modern Languages for Work Purposes</i> unit.</p>
<p>The learner then has an interview in the modern language with the director of the sports camp, who asks questions about the skills needed.</p>	
<p>The learner researches the affiliated club and prepares a presentation for fellow learners/teacher/lecturer/language assistant. They ask the learner questions about the findings.</p>	<p>This overtakes the learning outcomes for the <i>Modern Languages for Life</i> unit.</p>

Productive grammar grid

Verbs

	SCQF level 3	SCQF level 4	SCQF level 5	SCQF level 6	SCQF level 7
Person	The person involved is indicated clearly by pronoun/noun. Meaning of the verb is clear.	Notion of endings of verbs for regular verbs and common irregular verbs. Person must be clear from the verb if the language does not usually use pronouns.		Less common irregular verbs.	
Time	Notion of time may be unclear from the verb. Other time words may make timing obvious.	Notion of present, future and past time clear from verb (though may be very inaccurate in form). Increasing accuracy of form in regular and then common and less common irregular verbs.	Generally recognisable forms of: present immediate future (or future) completed past continuous past	Future. Pluperfect (or equivalent).	Other past tenses
Mood/ modality	Notions of volition (<i>would like to...</i>); being able to; imperatives (<i>must do something...</i>) as learned in common phrases.	Some manipulation of verbal forms.	Control of modal verbs in common tenses. (Verbs) expressing beliefs, opinions. Conditional tense or equivalent. (if relevant)	(Verbs) expressing feelings, hopes. Reporting others' views, speech.	Modals in less common tenses. Subjunctive forms.

Verbs (cont)

	SCQF level 3	SCQF level 4	SCQF level 5	SCQF level 6	SCQF level 7
Commands	Common singular/plural commands.	Command rules for common irregular/regular verbs.			→

Nouns

	SCQF level 3	SCQF level 4	SCQF level 5	SCQF level 6	SCQF level 7
Gender		Notion of gender; most common words remembered.	Some conventions of gender, individual nouns showing increasing accuracy.		→
Number	Singular/plural indicated by noun, or article or number or ending for common words.	Common irregular plurals.	Rules of plural forms.		→
Case	←	If relevant, case made evident enough to give clear meaning by the noun or article as necessary.	Concept of case shown by noun or modifier as appropriate.		→

Pronouns

	SCQF level 3	SCQF level 4	SCQF level 5	SCQF level 6	SCQF level 7
Subject/object	(See person of verb above.) If relevant, able to distinguish <i>I/you/we/one</i> as subject or object.	Subject and direct object pronouns (all). →	Indirect object pronouns (as relevant in the language). →		→
Reflexive	←-----	Common reflexive verbal forms with pronouns as learned phrases.	Reflexives with common verbs in appropriate tenses. →		→
Emphatic	First/second person. →	→	All persons. →		→
Relative				Common relative pronouns, in different cases as relevant. →	Less common relative pronouns.
Position		Notion of position of direct or indirect pronouns (Note: commands).	Notion of rules where more than one pronoun is involved.		→

Adjectives

	SCQF level 3	SCQF level 4	SCQF level 5	SCQF level 6	SCQF level 7
Rules of agreement		Notion of agreement and common forms — regular plus some irregular.	Increasing irregular forms or ending rules for case as relevant.		→
Rules of position		Notion of position of adjectives.	Rules of position.		→
Possessives	<i>My/Your</i>	Indication of possessive for all persons.	Agreements as appropriate.		→
Comparative/ superlative	Indication of comparative.	→	Common irregular comparatives. Notion of superlatives.	Less common comparatives and superlatives.	→

Adverbs

	SCQF level 3	SCQF level 4	SCQF level 5	SCQF level 6	SCQF level 7
Rules of order			Notion (where relevant) of rules of order.		→
Comparative/ superlative	Indication of comparative.	→	Common irregular comparatives. Notion of superlatives.	Less common comparatives and superlatives.	→

Prepositions

	SCQF level 3	SCQF level 4	SCQF level 5	SCQF level 6	SCQF level 7
		Notion that prepositions may change case/form of noun/article, etc as relevant.	Most common prepositional effects.	Less common prepositional effects.	→ → →

Other

	SCQF level 3	SCQF level 4	SCQF level 5	SCQF level 6	SCQF level 7
		Key concepts of grammatical features of any language not definable by the above categories should be handled in similar ways in a continuum through level 3 to level 7, as appropriate. →			