



**Group Award Specification for
Modern Languages for Life and Work —
SCQF level 5**

Group Award Code: GR4W 45

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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 5) provides learners with the opportunity to develop language skills in combination with leadership 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 leadership 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 5 is designed to facilitate progression to Modern Languages National Courses at SCQF level 5, the Modern Languages for Life and Work award in one or more other languages at level 5 or the Modern Languages for Life and Work award at SCQF level 6.

2 Qualification(s) 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 5. 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
F78C	45	Leadership: An Introduction	0.5	3	5
1 credit required:					
J4A2	45	Cantonese for Work Purposes	1	6	5
J4AH	45	French for Work Purposes	1	6	5
J631	45	Gaelic for Work Purposes	1	6	5
J4AV	45	German for Work Purposes	1	6	5
J4AX	45	Italian for Work Purposes	1	6	5
J4B0	45	Mandarin for Work Purposes	1	6	5
J4B2	45	Polish for Work Purposes	1	6	5
J4B4	45	Russian for Work Purposes	1	6	5
J4B6	45	Spanish for Work Purposes	1	6	5
J4B8	45	Urdu for Work Purposes	1	6	5
1 credit required:					
J4A1	45	Cantonese for Life	1	6	5
J4AE	45	French for Life	1	6	5
J630	45	Gaelic for Life	1	6	5
J4AT	45	German for Life	1	6	5
J4AW	45	Italian for Life	1	6	5
J4AY	45	Mandarin for Life	1	6	5
J4B1	45	Polish for Life	1	6	5
J4B3	45	Russian for Life	1	6	5
J4B5	45	Spanish for Life	1	6	5
J4B7	45	Urdu for Life	1	6	5

3 Aims of the qualification(s)

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 leadership skills.

3.1 General aims of the qualification(s)

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 qualification(s)

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 leadership skills.

4 Recommended entry to the qualification(s)

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	4	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 or discussions in the language studied on chosen topics related to employability which offer opportunities to provide and request information. They undertake written activities related to vocational matters.
Numeracy	3	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 as well as the skills and qualities associated with leadership. This research can be face-to-face, paper based or digital.
Problem Solving	4	Learners find out about different styles of leadership and identify what skills and qualities make an effective leader. They reflect on their own potential for leadership through evaluation of their own skills and qualities.
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	
Leadership: An introduction	X	X	X	X	X				X

5.2 Mapping of Core Skills development opportunities across the qualification(s)

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	
Leadership: An introduction	X	X	X			X	X	X		X	X	

5.3 Assessment strategy for the qualification(s)

Unit	Assessment	
	Outcome 1	Outcome 2
Modern Languages for Life	<p>Learners will demonstrate understanding of at least two detailed written texts related to society and culture 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 texts. This evidence will be produced under supervised conditions and may be in written or spoken form. There are no restrictions on the amount of time taken by learners to produce this evidence. Learners may use a bi-lingual dictionary or vocabulary list.</p>	<p>Learners will demonstrate understanding of at least two detailed spoken texts related to society and culture in the modern language by identifying correctly the main points and points of detail.</p> <p>Learners will produce their evidence in response to written or spoken stimuli in English based on the spoken texts. 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.</p>

Unit	Assessment	
	Outcome 1	Outcome 2
Modern Languages for Work Purposes	Learners will write a report about a job or an application for a job in the modern language. They will produce one piece of written evidence using detailed language on one assessment occasion. This evidence may be produced in response to a stimulus, written or spoken, in either English or the modern language. Learners complete this assessment under supervised conditions. There are no restrictions on the amount of time taken by learners to produce this evidence. There are no specific requirements in terms of the length of the piece of writing. Learners may use a bi-lingual dictionary or vocabulary list.	Learners will take part in job-related discussions with one other person in the modern language. These discussions 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. Additionally, they may use brief notes as an aid to memory. The evidence will be produced under supervised conditions.

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Leadership: An introduction	Learners will find out information about leadership. They will gather information from at least three sources and produce a report on leadership based on information gathered. There is no upper limit on the resources which learners may access and, while they may conduct their research independently, the report will be produced under supervised conditions. Learners may choose to write their report, deliver a presentation/talk, deliver an electronic presentation, video or podcast. Learners will be supported in the production of their evidence by a series of headings, templates and a checklist.	Learners will reach conclusions about what makes an effective leader. They will base these conclusions on the information gathered for outcome 1 and include them in the report as described in outcome 1.	Learners will evaluate their own potential for leadership by identifying their own skills, qualities and experiences. They will use a template to give examples and draw conclusions and may work with a partner in order to complete the evaluation. The evaluation will form part of a folio which will also include the report mentioned in outcomes 1 and 2. Learners will work independently but will be supported by their teacher/lecturer throughout.

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 *Leadership: An Introduction* unit. These units can be delivered in combination, or as freestanding 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 5 is designed to facilitate progression to Modern Languages National Courses at SCQF level 5, the Modern Languages for Life and Work award in one or more other languages at level 5 or the Modern Languages for Life and Work award at SCQF level 6.

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 45	01/08/2021	Gaelic (Learners) for Work Purposes	J4AN 45	31/07/2024
Gaelic for Life	J630 45	01/08/2021	Gaelic (Learners) for Life	J4AL 45	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, 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
03	Section 2.1 Structure Unit titles, codes and rules added for consistency with section 6.1 Sequencing/integration of units. Section 6.2.4 Credit transfer 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.	February 2023
02	Unit title changed from Gaelic Learners to Gaelic.	February 2022

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 5) comprises three units — *Modern Languages for Life*, *Modern Languages for Work Purposes* and *Leadership: An Introduction*. This award receives 15 SCQF credit points at SCQF level 5.

The award provides you with the opportunity to develop language skills in combination with leadership 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 leadership 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 reading and listening in practical and relevant contexts using the language studied. You will be assessed on your understanding of both written and 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 writing needed to communicate in any vocational context using the language studied. You will be assessed on your ability to communicate in both oral and written forms in your chosen language in contexts related to employability.

Leadership: An Introduction unit

The purpose of this unit is to provide you with the opportunity to reflect on your own qualities, skills and experience in relation to leadership and to develop the leadership skills and values necessary for working cooperatively with others. You will be assessed on your ability to carry out research, report on your findings and reflect on and evaluate your own leadership skills.

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 reading and listening in practical and relevant contexts using the language studied. Learners explore society and culture in countries where the modern language is used.

This unit allows learners to develop the assessed skills of reading and listening, as well as developing writing and talking skills, in contexts related to everyday life and culture relevant to their own particular situation, 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)
- ◆ Media (film and television, technology, internet)
- ◆ Language learning
- ◆ 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 writing needed to communicate in any vocational context using the language studied. It encourages learners to reflect on skills required for employability.

This unit allows learners to develop the assessed skills of talking and writing, as well as developing listening and reading skills. 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.

Leadership: An Introduction unit

The purpose of this unit is to provide learners with the opportunity to develop their research skills, reflect on their own qualities, skills and experience in relation to leadership and to develop the leadership skills and values necessary for working cooperatively with others.

This unit allows learners to develop the assessed skills of researching, selecting and collating information in order to produce a report. In completing this unit learners will undertake the following tasks:

- ◆ Gathering information
- ◆ Producing a report
- ◆ Reaching conclusions about effective leadership
- ◆ Carrying out a self-evaluation
- ◆ Identifying what needs to be done for an activity
- ◆ Identifying possible risks
- ◆ Working cooperatively with others
- ◆ Monitoring progress
- ◆ Adapting to any changes or failures
- ◆ Reviewing the success of the activity
- ◆ Reaching conclusions about self as a leader

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.
- ◆ Individual feedback is given to learners in general terms and relating to the specific skills of listening, reading, talking and 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.

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

Modern Languages for Life unit	
Outcomes	Tasks
<p>Outcome 1</p> <p>Demonstrate understanding of detailed written texts 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 read articles/blogs/texts on:</p> <ul style="list-style-type: none"> ◆ family life ◆ food ◆ school ◆ holidays ◆ leisure activities ◆ places of interest, etc <p>They could then, for example, answer questions (oral or written), write a summary or take detailed notes.</p>
<p>Outcome 2</p> <p>Demonstrate understanding of detailed spoken texts 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 listen to items, audio clips, podcasts on:</p> <ul style="list-style-type: none"> ◆ family life ◆ food ◆ school ◆ holidays ◆ leisure activities ◆ places of interest, etc <p>They could then, for example, answer questions (oral or written), write a summary or take detailed notes.</p>

Modern Languages for Work Purposes unit	
Outcomes	Tasks
<p>Outcome 1 Write a report about a job or an application for a job in the modern language.</p>	<p>Learners have a series of choices dependent on their interests.</p> <p>They could respond to a stimulus in English, for example an article describing a job or a series of bullet points.</p> <p>They could respond to a job advert in the modern language, either making an application or writing a report based on their (imagined or actual) experience.</p> <p>They could respond using either present or past tenses.</p> <p>Learners could present their report in the form of a PowerPoint presentation.</p>
<p>Outcome 2 Take part in job-related discussions in the modern language.</p>	<p>Learners could take part in a job interview, based on the job application completed for outcome 1.</p> <p>Learners could answer a series of questions based on the report written in response to outcome 1. These questions could be from a teacher/lecturer or other learners.</p>

Leadership: An Introduction unit	
Outcomes	Tasks
<p>Outcome 1 Find out information about leadership.</p>	<p>Gather information on leadership (ie styles, skills and qualities) from a variety of sources.</p> <p>Produce a report on leadership based on the information gathered.</p>
<p>Outcome 2 Reach conclusions about what makes an effective leader.</p>	<p>Identify the skills and qualities which can be found in effective leaders. This should be based on the report for task 1.</p> <p>Give examples to support the skills and qualities identified.</p>
<p>Outcome 3 Evaluate your own potential for leadership.</p>	<p>Identify own skills, qualities and experiences in relation to leadership.</p> <p>Using examples, draw conclusions about these skills, qualities and experiences.</p>

Examples of assessment opportunities for language units

Modern Languages for Life		
Task	Reading assessment opportunities	Listening assessment opportunities
Detailed spoken or written texts relating to society and culture.	Learners read a text and answer questions in English in oral, digital or written form.	Learners listen to young people talking about their everyday life and answer questions in English in oral, digital or written form.
A young person describes their home life (audio or written).	Learners answer questions in English based on the text in oral, digital or written form.	Learners make detailed notes or answer questions in English based on the text in oral, digital or written form.
Two young people compare their home towns (audio or written).	Learners summarise the main points of the text and answer some specific questions in English on points of detail.	Learners listen to the descriptions and summarise the main points of the text and answer some specific questions in English on points of detail.
Interview where a young person describes free time activities (audio or written).	Learners read interview and answer questions in English. Complete true/false exercise by correcting all incorrect statements.	Learners listen to the interview and answer questions in English on points of detail.

Modern Languages for Work Purposes		
Task	Talking assessment opportunities	Writing assessment opportunities
Detailed written or spoken texts about a variety of jobs.	Learners take part in a job interview in the modern language based on one of the jobs described.	Learners write a letter of application in the modern language for one of the jobs described.
A young person describes their work experience (audio or written).	Learners discuss their own work experience by responding to questions in the modern language.	Learners write a report in the modern language about their work experience.
Description of the roles and responsibilities of a particular job (audio or written).	Learners discuss the job in the modern language (advantages and disadvantages, qualities needed, comparison with other jobs, etc).	Learners write a letter of application in the modern language with particular emphasis on why this job is suitable.
Interview where a young person describes voluntary work they carried out (audio or written).	Learners take part in a role-play, answering questions about voluntary work.	Learners write a report in the modern language based on employment of this type.

Specific evidence requirements can be found in the unit specifications.

Combining assessments in language units to achieve multiple outcomes

Case study 1

The learner is interested in a summer job working abroad and finds an interesting advertisement for young people to work in a children's holiday camp. The advertisement asks for written applications and indicates that interviews will take place online.

The learner researches the duties and responsibilities associated with working in such a camp (online articles, blogs written by young people who have previously done similar work, podcasts, etc.) and submits an application in the modern language, detailing personal qualities, experience and reasons for wanting to work there.

The learner is successful with the application and is interviewed in the modern language by the organiser of the camp. During the interview the organiser asks about school subjects, likes and dislikes, sporting ability and personal qualities. The learner also has the opportunity to ask relevant questions.

While at the camp the learner meets some young people from the country. They speak about themselves and the learner answers questions in English about what they say or writes a summary in English.

In the camp there is a noticeboard with profiles of some of the young people taking part. These profiles contain details of where they live, their likes and dislikes, their personalities, etc. The learner reads a number of these and in English makes notes or answers questions about them.

This overtakes both the learning outcomes for the *Modern Languages for Work Purposes* unit.

This overtakes outcome 2 of the *Modern Languages for Life* unit.

This overtakes outcome 1 of the *Modern Languages for Life* unit.

Case study 2

<p>The learner is interested in working in a hotel in <i>name of country</i>. The learner decides to research the hotel and listens to a job advert. The learner completes a checklist, noting the basic details about the job's requirements and benefits, for example details of the hotel, type of job, working hours, salary and duration of post.</p> <p>The learner decides to contact the hotel manager over the phone in the modern language to inquire about the basic details of the job's requirements, for example when it would start, what languages are required, living arrangements, etc.</p> <p>Following this conversation, the learner submits an application for the job.</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 makes notes in English based on what is said.</p> <p>The learner then goes online and finds some additional useful information about the area, making notes about the main points and points of detail.</p>	<p>This overtakes both outcomes of the <i>Modern Languages for Work Purposes</i> unit.</p> <p>This overtakes both outcomes of the <i>Modern Languages for Life</i> unit.</p>
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Case study 3

<p>The learner loves sport and wants to find a job at a tennis camp in another country. The learner researches what jobs are available and writes a letter of application in the modern language, describing personal qualities, educational experience and qualifications, interests and reasons for wanting the job. The learner also asks some questions about the job.</p> <p>The learner is successful with the application and is successfully interviewed by the organiser of the camp.</p> <p>Prior to leaving for the camp the learner listens to some podcasts made by young people who have taken part in this activity in the past and makes notes about what they say. The learner also does some online research and reads a number of articles about the region in which the camp is situated, completing a checklist or answering questions about the findings.</p>	<p>This overtakes both learning outcomes for the <i>Modern Languages for Work Purposes</i> unit.</p> <p>This overtakes both learning outcomes of the <i>Modern Languages for Life</i> unit.</p>
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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.













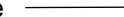




Verbs (cont)

	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.				→