Group Award Specification for:

Modern Languages for Life and Work Award — SCQF level 6

Group Award Code: GR4X 46

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Contents

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 6) 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 6 is designed to facilitate progression to Modern Languages National Courses at SCQF level 6 or the Modern Languages for Life and Work award in one or more other languages at 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 6. 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	12	Leadership: An Introduction	0.5	3	6
1 credit required:					
J4A2	46	Cantonese for Work Purposes	1	6	6
J4AH	46	French for Work Purposes	1	6	6
J631	46	Gaelic for Work Purposes	1	6	6
J4AV	46	German for Work Purposes	1	6	6
J4AX	46	Italian for Work Purposes	1	6	6
J4B0	46	Mandarin for Work Purposes	1	6	6
J4B2	46	Polish for Work Purposes	1	6	6
J4B4	46	Russian for Work Purposes	1	6	6
J4B6	46	Spanish for Work Purposes	1	6	6
J4B8	46	Urdu for Work Purposes	1	6	6
1 credit required:					
J4A1	46	Cantonese for Life	1	6	6
J4AE	46	French for Life	1	6	6
J630	46	Gaelic for Life	1	6	6
J4AT	46	German for Life	1	6	6
J4AW	46	Italian for Life	1	6	6
J4AY	46	Mandarin for Life	1	6	6
J4B1	46	Polish for Life	1	6	6
J4B3	46	Russian for Life	1	6	6
J4B5	46	Spanish for Life	1	6	6
J4B7	46	Urdu for Life	1	6	6

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 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	5	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, discussions or presentations 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	5	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	Learners will demonstrate understanding of at least two detailed and complex written texts related to society and culture in the modern language by identifying correctly the main points and points of detail and applying knowledge and understanding of the modern language. 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.	Learners will demonstrate understanding of at least two detailed and complex spoken texts related to society and culture in the modern language by identifying correctly the main points and points of detail and applying knowledge and understanding of the modern language. 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.
Modern Languages for Work Purposes	Learners will produce an extended piece of writing in the modern language in a vocational context. They will produce one piece of written evidence using detailed and complex language on one assessment occasion. This evidence may be produced in response to a stimulus in either English or the modern language which may take the form of a series of questions or bullet points. Alternatively, learners, after discussion with teachers or lecturers, may choose to write about a job-related topic of particular interest to them, for example a work placement, an ideal job or their ambitions related to future employment. Learners complete this	Learners will make a job-related presentation with follow-up discussion in the modern language. 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 assessment but it is likely that the presentation will last for approximately 2 minutes and the follow-up discussion for between 4 and 6 minutes. The assessment will be supportive, and learners will be permitted to request clarification and/or

Unit	Assessment	
	Outcome 1	**Outcome 2**
	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.	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 (principles, styles, skills and qualities). They will gather information from at least three sources and interpret and adapt the information gathered in order to produce a report on leadership. 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 and provide an explanation to support these conclusions. 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 evaluating their own skills, qualities and experiences in relation to leadership. They will use a template to give examples, draw conclusions and provide explanations for these conclusions. They 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 6 is designed to facilitate progression to Modern Languages National Courses at SCQF level 6 or the Modern Languages for Life and Work award in one or more other languages at 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 46	01/08/2021	Gaelic (Learners) for Work Purposes	J4AN 46	31/07/2024
Gaelic for Life	J630 46	01/08/2021	Gaelic (Learners) for Life	J4AL 46	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

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.)

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

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.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

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

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 6) 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 6.

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, interpret and adapt information gathered, 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, friends and relationships
♦ Lifestyles (healthy living, pressures on young people)
♦ Media (film and television, technology, internet)
♦ Languages in a global context
♦ Global citizenship
♦ Education
♦ Planning for the future
♦ Gap year opportunities
♦ Pastimes and interests
♦ Home town/region (places of cultural and historical interest)
♦ Comparison of Scotland to countries where the modern language is spoken
♦ Shopping
♦ Food and drink
♦ Travel and 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.
♦ 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**
Outcome 1 Demonstrate understanding of detailed and complex written texts in the modern language related to society and culture.	Learners have a series of choices dependent on their interests. In their chosen language, learners could research: ♦ family life and relationships ♦ lifestyles ♦ media and technology ♦ citizenship ♦ education and learning ♦ holidays ♦ leisure activities ♦ places of interest They could then, for example, answer questions (oral or written), write a summary or take detailed notes.
Outcome 2 Demonstrate understanding of detailed and complex spoken texts in the modern language related to society and culture.	Learners have a series of choices dependent on their interests. Learners could listen to items, audio clips, podcasts on: ♦ family life and relationships ♦ lifestyles ♦ media and technology ♦ citizenship ♦ education and learning ♦ holidays ♦ leisure activities ♦ places of interest, etc They could then, for example, answer questions (oral or written), write a summary or take detailed notes.

Modern Languages for Work Purposes unit	
Outcomes	**Tasks**
Outcome 1 Produce an extended piece of writing in a vocational context in the modern language.	Learners could research specific employment opportunities in the countries where their chosen language is used. They could write a report on a part-time or summer job undertaken in the country of their choice or read some specific job adverts and write an application. Learners could write about their ambitions for future employment and the skills required.
Outcome 2 Make a job-related presentation with follow-up discussion in the modern language.	Learners could deliver a presentation relating to the piece of writing above by giving information and then answering a number of questions about it.

Leadership: An Introduction unit	
Outcomes	**Tasks**
Outcome 1 Find out information about leadership.	Learners will gather information on leadership (ie principles, styles, skills and qualities) from a variety of sources chosen by them. They will then interpret and adapt the information in order to produce a report on leadership.
Outcome 2 Reach conclusions about what makes an effective leader.	Learners will identify the skills and qualities which can be found in effective leaders. This should be based on the report for task 1. They will give examples to support the skills and qualities identified and explain the conclusions drawn.
Outcome 3 Evaluate your own potential for leadership.	Learners will evaluate their own skills, qualities and experiences, draw conclusions about them and provide an explanation for these conclusions. They may wish to work with a partner.

Examples of assessment opportunities for language units

Modern Languages for Life		
Task	**Reading assessment opportunities**	**Listening assessment opportunities**
Detailed and complex spoken/written texts relating to society and culture.	Read online blogs written by young people describing their everyday life and answer questions in English in oral, digital or written form.	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).	Answer questions in English based on the text in oral, digital or written form.	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).	Summarise the main points of the text and answer some specific questions in English on points of detail.	Listen to descriptions and summarise the main points of the text and answer some specific questions on points in English of detail.
Interview where a young person describes free time activities (audio or written).	Read interview and answer questions in English or complete true/false exercise by correcting all incorrect statements.	Listen to interview. Answer questions in English on points of detail.

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

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 working or studying abroad during the summer holidays and decides to research life in the country or countries where the chosen modern language is used. This research involves reading various articles (online, magazines, newspapers) about topics such as family life, education, free time and leisure pursuits in various regions and cities. The learner then chooses at least two of these articles and writes a report in English to summarise the main points and points of detail of each. As a further part of this research the learner then listens to at least two spoken texts in which young people from the chosen country discuss topics such as their daily routine, school or college life, free time or home town and answers a number of questions in English on these texts.	This overtakes the learning outcomes for the *Modern Languages for Life* unit.
The learner then decides to submit an application for a summer job. The application is successful and the learner is invited to an interview. The learner must deliver a presentation about their skills, qualities, school studies and any work experience they may have had. Following the presentation, the learner is asked a number of relevant questions.	This overtakes the learning outcomes for the *Modern Languages for Work Purposes* unit.

Case study 2

The learner is currently attending a local college and is offered a work placement in the reception of a hotel. The learner decides to research the location of the hotel by reading a number of online articles in which the amenities and upcoming events of the local area are described. The learner chooses at least two of these articles and makes notes about the main points and points of detail. The learner then listens to a number of people who have previously stayed in the hotel and have submitted reviews to an online travel advice website. The learner choses the two most helpful reviews and writes a summary in English of each of them.	This overtakes the learning outcomes for the *Modern Languages for Life* unit.
The learner completes the placement and is asked to write a report about it in the modern language for the college's website. Following this, the learner delivers a presentation in the modern language about the experience to a group of fellow students who then ask a number of questions about it. Discusses them with another learner/teacher/lecturer/language assistant.	This overtakes the learning outcomes for the *Modern Languages for Work Purposes* unit.

Case study 3

The learner is considering taking a gap year before applying to go to university or college and decides to do some research before making a final decision.	
The learner contacts some friends and asks them for their opinions on life in their country.	This overtakes the learning outcome for the *Modern Languages for Life* unit.
Some reply online and the learner listens to what they say about their daily life and the area in which they live, making detailed notes in English about what at least two of them say.	
Some others reply via e-mail, directing the learner to various websites containing information about amenities, forthcoming events and prospects for employment in the area where they live. The learner visits at least two of the sites and completes a checklist/makes detailed notes.	
The learner decides that pursuing a gap year abroad would be a good idea and decides to visit a website offering voluntary work abroad for young people. The organisers ask for a personal profile, outlining skills, aptitudes and reasons for the application and inviting questions regarding the work.	This overtakes the learning outcomes for the *Modern Languages for Work Purposes* unit.
They follow this up by inviting the learner to take part in an online interview during which the learner must deliver a presentation based on the written personal profile and be prepared to ask and answer any questions arising from it.	

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 (*would like to…*); being able to; imperatives (*must do something…*) 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/you/we/one* 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	*My/Your.*	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. →			