Group Award Specification for:

Modern Languages for Life and Work Award at SCQF level 7

Validation date: 25th November 2022

Date of original publication: February 2023

Version: 02 (December 2023)

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 7) provides learners with the opportunity to develop language skills in combination with personal enterprise 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 personal enterprise 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 7 is designed to facilitate progression to Modern Languages National Courses at SCQF level 7 or the Modern Languages for Life and Work award in one or more other languages at level 7. This award also provides progression to further education (FE), higher education (HE) and employment.

2. Qualification structure

Learners require 3 SQA credits (24 SCQF points) in total to achieve the Modern Languages for Life and Work award. This is comprised of three mandatory units at SCQF level 7. 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
F3HT	34	Personal Enterprise Skills OR	1	8	7
J81P*	47	Personal Enterprise Skills	1	8	7

1 credit required:

4 Code	2 Code	Unit title	SQA credit	SCQF credit points	SCQF level
J4A2	47	Cantonese for Work Purposes	1	8	7
J4AH	47	French for Work Purposes	1	8	7
J631	47	Gaelic for Work Purposes	1	8	7
J4AV	47	German for Work Purposes	1	8	7
J4AX	47	Italian for Work Purposes	1	8	7
J4B0	47	Mandarin for Work Purposes	1	8	7
J4B2	47	Polish for Work Purposes	1	8	7
J4B4	47	Russian for Work Purposes	1	8	7
J4B6	47	Spanish for Work Purposes	1	8	7
J4B8	47	Urdu for Work Purposes	1	8	7

1 credit required:

4 Code	2 Code	Unit title	SQA credit	SCQF credit points	SCQF level
J4A1	47	Cantonese for Life	1	8	7
J4AE	47	French for Life	1	8	7
J630	47	Gaelic for Life	1	8	7
J4AT	47	German for Life	1	8	7
J4AW	47	Italian for Life	1	8	7
J4AY	47	Mandarin for Life	1	8	7
J4B1	47	Polish for Life	1	8	7
J4B3	47	Russian for Life	1	8	7
J4B5	47	Spanish for Life	1	8	7
J4B7	47	Urdu for Life	1	8	7

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 personal enterprise 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 qualification

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 personal enterprise skills.

4. Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre.

Learners should have achieved the Modern Languages for Life and Work Award at SCQF level 6 or equivalent qualifications and/or experience prior to starting this course. 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	6	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 apply advanced knowledge to understand and respond to complex and sophisticated language. They participate in conversations, discussions or presentations in the language studied on chosen topics related to vocational matters which offer opportunities to provide and request information. They undertake written activities related to vocational matters.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Numeracy	4	Learners participate in job-related aspects which involve numbers: for example, dates, times, hours of work, rates of pay, length of employment, statistics and number trends.
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 personal enterprise. This research can be face-to-face, paper based or digital.
Problem Solving	6	Learners carry out a detailed SWOT analysis and identify SMART targets linked to specific short, medium to long term goals. They analyse the job market and identify suitable job opportunities, in relation to their own skills and knowledge. Using this analysis, learners must select a job vacancy and complete an application form and tailored curriculum vitae (CV). Learners understand and provide an explanation of one aspect of current working policies or practices within the modern work environment.
Working with Others	Not applicable	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

General aims:

Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
Modern Languages for Life	X	X	X	X	X	X
Modern Languages for Work Purposes	X	X	X	X	X	X
Personal Enterprise Skills	X	X	X	X	X	

Specific aims:

Unit title	Aim 7	Aim 8	Aim 9
Modern Languages for Life	X	X	
Modern Languages for Work Purposes	X	X	
Personal Enterprise Skills			X

5.2 Mapping of Core Skills development opportunities across the qualification

Communication

Unit title	Written (Reading)	Written (Writing)	Oral
Modern Languages for Life	X	X	X
Modern Languages for Work Purposes	X	X	X
Personal Enterprise Skills	X	X	X

Numeracy

Unit title	Using Number	Using Graphical Information
Modern Languages for Life		
Modern Languages for Work Purposes	X	X
Personal Enterprise Skills	X	X

Information and Communication Technology (ICT)

Unit title	Accessing Information	Providing/Creating Information
Modern Languages for Life	X	
Modern Languages for Work Purposes	X	X
Personal Enterprise Skills	X	X

Problem Solving

Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
Modern Languages for Life			
Modern Languages for Work Purposes	X	X	X
Personal Enterprise Skills	X	X	X

Working with Others

Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
Modern Languages for Life	X	
Modern Languages for Work Purposes	X	
Personal Enterprise Skills	X	

5.4 Assessment strategy for the qualification

Unit	Assessment: Outcome 1	Assessment: Outcome 2
Modern Languages for Life	Learners will demonstrate understanding of at least two complex and sophisticated 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 complex and sophisticated 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.

Unit	Assessment: Outcome 1	Assessment: Outcome 2
Modern Languages for Work Purposes	Learners produce an extended piece of writing in the modern language based on an investigation carried out within a vocational context. Based on their findings, learners produce their evidence on one or more of the following broad contexts: employability, enterprise, citizenship, sustainable development, economic development. They produce one piece of written evidence using complex and sophisticated language through a process of drafting and redrafting. This written evidence is not produced under controlled conditions but teachers and lecturers must retain original drafts, including any comments made by them, along with the final version. There are no restrictions on the amount of time taken by learners to produce this evidence. While there are no specific requirements in terms of the length of the piece of writing it is expected that learners will produce a response of approximately 400 to 500 words, not including notes and references. Learners may use a bi-lingual dictionary or vocabulary list.	Learners make a presentation on their investigation with follow-up discussion in the modern language. This spoken evidence is generated on one occasion and is supported either by a detailed assessor checklist or an audio recording. While there is no specific limit on the length of the assessment it is expected that the presentation will last for approximately 4 minutes and the follow-up discussion for approximately 5 minutes. This discussion should focus on the learner's evaluation of the investigation. 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	Assessment: Outcome 2	Assessment: Outcome 3
Personal Enterprise Skills	Learners carry out a recorded audit of personal strengths and skills and areas for development using a detailed SWOT analysis with clearly identified SMART targets linked to short, medium and long term goals. Learners then complete a CV reflecting the personal audit and using an appropriate CV layout. The information contained within the CV should be accurate, clear, concise and able to be justified. Language and style should be appropriate for the intended audience. Learners could compile a personal folio of evidence. Discussions between learners and teachers or lecturers could be used to ensure information in the CV is accurate and justified.	Learners will need to accurately analyse and explain the job market in relation to their own skills and knowledge and identify suitable job opportunities. They must also accurately analyse one employer's requirements for an advertised post against their own knowledge and skills. Learners should complete an application form and tailored CV for the post chosen. Learners could provide a folio of evidence which shows that they have analysed the current job market and matched their skills and knowledge with the most appropriate jobs available. They could use a range of sources of job recruitment to select one vacancy against which to prepare an application and tailored CV.	Learners must demonstrate their understanding of one aspect of current working policies or practices within the modern work environment by providing an explanation of: ♦ the policy or practice. ♦ the importance and/or impact on the organisation and its employees. ♦ implications for their own knowledge and skills. Learners should provide an outline and rationale for their chosen topic which should be agreed with their teacher or lecturer before undertaking the assignment. Learners could consider a range of current policies and practices such as one aspect of customer care, workplace legislation, new technologies or continuing professional development. This outcome could be assessed through individual and/or group presentation to peers supported by an assessor checklist. Peer feedback could also be recorded.

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 Personal Enterprise Skills 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 7 is designed to facilitate progression to Modern Languages National Courses at SCQF level 7 or the Modern Languages for Life and Work award in one or more other languages at level 7. The course also provides a pathway for those learners who wish to continue to further or higher education and employment.

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 Assessment Support Packs (ASPs)** is available to view on SQA's website. Should an ASP be significantly amended, prior verification may be requested.

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.

SMART: Smart goals stand for specific, measurable, achievable, relevant and time-bound. This helps ensure that your objectives are attainable within a certain time frame.

SWOT: Strategic planning and strategic management technique use to help a person or organisation identify strengths, weaknesses, opportunities and threats related to project planning.

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
02	NQ Unit (J81P 47) added as an alternative mandatory option to the existing HN Unit (F3HT 34)	13/12/23

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 7) comprises three units — *Modern Languages for Life*, *Modern Languages for Work Purposes* and *Personal Enterprise Skills*. This award receives 24 SCQF credit points at SCQF level 7.

The award provides you with the opportunity to develop language skills in combination with personal enterprise 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 personal enterprise 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 to starting this course, you should have achieved the Modern Languages for Life and Work Award at SCQF level 6 or equivalent qualifications and/or experience.

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 vocational contexts.

Personal Enterprise Skills unit

The purpose of this unit is to equip you with the necessary personal enterprise skills required when looking for employment. You will be assessed on your ability to prepare and complete a CV, analyse and apply personal skills and knowledge in relation to an identified employment opportunity and understand the modern work environment.

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:

♦ Family relationships and structures (marriage/civil partnership/living as a couple).
♦ Lifestyles (healthy living, social influences and pressures on young people, bullying).
♦ Media (impact of the digital age, film and television, literature).
♦ Languages in a global context, minority languages.
♦ Global citizenship, politics.
♦ Sustainability.
♦ Education (advantages/disadvantages of higher or further education, choosing university or college, lifelong learning, importance of learning languages).
♦ Planning for the future.
♦ Gap year opportunities.
♦ Pastimes and interests, home town/region (places of cultural and historical interest).
♦ Countries where the modern language is spoken.
♦ Multiculturalism, stereotypes, prejudice, racism.
♦ Travel and holidays.
♦ Special events (customs and traditions in different cultures).

These topic areas are not mandatory.

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.

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:

♦ Duties and responsibilities.
♦ Money matters.
♦ Part-time jobs.
♦ Citizenship.
♦ Voluntary work, gap year planning.
♦ Career paths.
♦ Policies and practices.
♦ Equality in the workplace.
♦ Areas of study.
♦ Future plans and ambitions.
♦ Work experience.

These topic areas are not mandatory. 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.

Personal Enterprise Skills unit

The purpose of this unit is to allow learners to develop the necessary personal enterprise skills required when looking for employment.

On completion of the unit learners should be able to prepare and complete a CV, analyse and apply personal skills and knowledge in relation to an identified employment opportunity and understand the modern work environment.

This unit allows learners to develop the assessed skills of self-evaluation, researching, selecting and collating information in order to produce a CV and deliver a presentation on their chosen topic. In completing this unit learners will undertake the following tasks:

♦ Carrying out a self-evaluation.
♦ Completing a SWOT analysis.
♦ Identifying SMART targets.
♦ Completing a CV.
♦ Research current workplace policies and practice and choose one aspect.
♦ Gathering information on the job market and employment opportunities.
♦ Producing a written outline of, and rationale for, their chosen topic.
♦ Reaching conclusions about their chosen topic.
♦ Working cooperatively with others.
♦ Delivering a presentation.

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 vocational 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, 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 and 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 can 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 complex and sophisticated written texts related to society and culture in the modern language.	Learners have a series of choices dependent on their interests. In their chosen language, learners could research, for example: ♦ family life and relationships. ♦ lifestyles. ♦ media and technology. ♦ citizenship. ♦ education and learning. ♦ leisure activities. ♦ places of interest. ♦ customs and traditions. ♦ sustainability. They could then, for example, answer questions (oral or written), write a summary or take detailed notes.
Outcome 2 Demonstrate understanding of complex and sophisticated spoken texts related to society and culture in the modern language.	Learners have a series of choices dependent on their interests. Learners could listen to items, audio clips, podcasts on, for example: ♦ family life and relationships. ♦ lifestyles. ♦ media and technology. ♦ citizenship. ♦ education and learning. ♦ leisure activities. ♦ places of interest. ♦ customs and traditions. ♦ sustainability. 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 the modern language based on an investigation carried out within a vocational context.	Learners could research specific matters related to employment or an industry in the countries where their chosen language is used. Learners could research specific challenges facing people and research the impact and possible solutions to these challenges.
Outcome 2 Make a presentation on the investigation with a follow-up discussion in the modern language.	Learners could deliver a presentation relating to the piece of writing above by giving information and providing an evaluation of their investigation. They should answer a number of questions about it.

Personal Enterprise Skills unit

Outcomes	Tasks
Outcome 1 Prepare and complete a CV.	Learners carry out a recorded audit of personal strengths and skills and areas for development using a detailed SWOT analysis with clearly identified SMART targets linked to short, medium and long term goals. They then complete a CV reflecting the personal audit and using an appropriate CV layout.
Outcome 2 Analyse and apply personal skills and knowledge in relation to an identified employment opportunity.	Learners accurately analyse and explain the job market in relation to their own skills and knowledge and identify suitable job opportunities. They accurately analyse one employer's requirements for an advertised post against own knowledge and skills and complete an application form and tailored CV for the post chosen.
Outcome 3 Understand the modern work environment.	Learners demonstrate understanding of one aspect of current working policies or practices within the modern work environment by providing an explanation of: ♦ the policy or practice. ♦ the importance and/or impact on the organisation and its employees. ♦ implications for own knowledge and skills. Learners should provide an outline and rationale for their chosen topic which should be agreed with their teacher/lecturer before undertaking the assignment. Learners deliver a presentation on their findings.

Examples of assessment opportunities for language units

Modern Languages for Life

Task	Reading assessment opportunities	Listening assessment opportunities
Learners are given complex and sophisticated spoken/ written texts relating to society and culture.	Read online blogs written by people describing their everyday life and answer questions in English in oral, digital, or written form.	Listen to people talking about their everyday life and answer questions in English in oral, digital or written form.
People describe their plans or ambitions for the future (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.
Learners read about people's different experiences (audio or written).	Summarise the main points of the text and answer some specific questions in English on points of detail.	Listen to the descriptions and summarise the main points of the text and answer some specific questions in English on points of detail.
People highlight advantages and disadvantages of certain aspects of life in the country (audio or written).	Read the text and answer questions in English on main points and points of detail.	Listen to the audio clip. Answer questions in English on points of detail.

Modern Languages for Work Purposes

Task	Writing assessment opportunities	Talking assessment opportunities
Learners could research specific matters related to employment or an industry in the countries where their chosen language is used.	Learners undertake an investigation in the modern language based on their area of interest and write a report on it.	Learners deliver a presentation based on their writing and answer any questions arising.
Learners could research specific challenges facing people and consider the impact and possible solutions to these challenges.	Learners undertake an investigation in the modern language based on their area of interest and write a report on it.	Learners deliver a presentation based on their writing and answer any questions arising.
Learners research aspects relating to the local environment.	Learners undertake an investigation in the modern language based on their area of interest and write a report on it.	Learners deliver a presentation based on their written report and answer any questions arising.
Learners investigate equality issues in the workplace in the country or countries where their chosen language is used.	Learners undertake an investigation in the modern language based on their area of interest and write a report on it.	Learners deliver a presentation based on their written report and answer any questions arising.

Specific evidence requirements can be found in the unit specifications.

Productive grammar grid: Verbs

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

Productive grammar grid: Nouns

	Level 3	Level 4	Level 5	Level 6	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. ————————————————————————————————►		

Productive grammar grid: Pronouns

	Level 3	Level 4	Level 5	Level 6	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. ⟶		⟶

Productive grammar grid: Adjectives

	Level 3	Level 4	Level 5	Level 6	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. ——— ———→	

Productive grammar grid: Adverbs

	Level 3	Level 4	Level 5	Level 6	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. ——— ———→	

Productive grammar grid: Prepositions

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

Productive grammar grid: Other

	Level 3	Level 4	Level 5	Level 6	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.			