



Language in Work (Alternative Context) National 2

SCQF: level 2 (6 SCQF credit points)

Unit code:

HK15 72	French
HK1H 72	German
HK1X 72	Italian
HK1Y 72	Spanish
HK19 72	Gaelic (Learners)

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

Unit outline

The general aim of this Unit is to develop learners' basic language skills in understanding instructions or requests for information, goods and/or services in the modern language. Learners will also provide information in the modern language.

Any two topics can be chosen from work (shops, café/restaurant, travel/tourism or hospitality).

Learners who complete this Unit will be able to:

- 1 Show understanding of simple words and phrases in the modern language in the context of work
- 2 Interact with another user of the modern language by communicating and responding in the context of work

This Unit is an optional Unit of the National 2 Modern Languages Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*

Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

Equality and inclusion

This *Unit Specification* has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Show understanding of simple words and phrases in the modern language in the context of work by:

1.1 Identifying simple words and phrases

Outcome 2

The learner will:

2 Interact with another user of the modern language by communicating and responding in the context of work by:

2.1 Making relevant contributions to a transaction

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For Outcome 1, learners will demonstrate the ability to identify at least eight simple words and phrases about two different topics in the context of work. This means learners will identify at least eight words and phrases in total.

For Outcome 2, learners will demonstrate the ability to make at least eight contributions in at least two transactions in the context of work. This means learners will make at least eight contributions in total. The two transactions will be on different topics.

It is expected that learners will receive support to achieve the Outcomes of this Unit.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's Skills Framework: *Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.3 Listening and talking

4 Employability, enterprise and citizenship

- 4.3 Working with others

5 Thinking skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: May 2017 (version 1.0)

Superclass: FN

History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the *Unit Specification*.

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