



Life in Another Country (Alternative Context) National 2

SCQF: level 2 (6 SCQF credit points)

Unit code:

HK16 72	French
HK1J 72	German
HK24 72	Italian
HK2E 72	Spanish

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’ awareness of the lives, cultures and communities of others and an appreciation of the ways in which they are both similar and different from their own.

Learners will also be given opportunities to become familiar with simple words and phrases in the modern language.

Learners who complete this Unit will be able to:

- 1 Show an understanding of aspects of the learner’s own community and culture and the community and culture of another country
- 2 Understand simple words and phrases in the modern language

This Unit is a mandatory 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 an understanding of aspects of the learner's own community and culture and the community and culture of another country by:

1.1 Identifying similarities and/or differences

Outcome 2

The learner will:

2 Understand simple words and phrases in the modern language by:

2.1 Using simple words and phrases, as appropriate to purpose

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 **six** similarities and/or differences about **two** aspects of life in another country. This means learners will identify twelve similarities and/or differences **in total**. Evidence can be in oral, written, digital or other appropriate form.

For Outcome 2, learners will demonstrate the ability to identify at least **eight** simple words and/or phrases about **two** aspects of life in another country. This means learners will identify at least sixteen words and/or phrases **in total**. Evidence can be in oral, written, digital or other appropriate form.

The aspects of life may be the same for both Outcomes or a different aspect may be chosen for each Outcome.

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 to National Unit Specification

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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