



National 2  
Unit  
Specification



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## Life in Another Country: Optional Country (National 2)

**SCQF:** level 2 (6 SCQF credit points)

**Unit code:** H8LX 72

### 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 who complete this Unit will be able to:

- 1 Investigate a topic relating to life in another country.
- 2 Show an understanding of aspects of the learner's own community and culture and the community and culture of another country.

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 Investigate a topic relating to life in another country by:**

- 1.1 Choosing a topic relating to life in another country
- 1.2 Identifying information about the chosen topic
- 1.3 Communicating information about the chosen topic

### Outcome 2

The learner will:

**2 Show an understanding of aspects of the learner's own community and culture and the community and culture of another country by:**

- 2.1 Identifying similarities between the learner's country and a given country
- 2.2 Identifying differences between the learner's country and a given country

## 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.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment for (all/both) Outcomes. If the latter approach is used, it must be clear how the evidence covers each Outcome.

For Outcome 1, evidence is required which demonstrates the learner chose a topic relating to life in another country. Evidence is also required which demonstrates that the learner identified appropriate information for the chosen topic. Evidence is required which demonstrates that the learner communicated the information for the chosen topic.

For Outcome 2, evidence is required which demonstrates that the learner identified similarities and differences for aspects of life for a given country. Learners will identify at least six similarities and at least six differences in total.

The same country should be used for both Outcomes and associated Assessment Standards.

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

For this Unit, evidence could include audio and/or audio-visual files recorded on CD and/or DVD, printed materials, observation checklists, logs, recorded oral responses, photographic evidence, video evidence, or their equivalent. Assessors should be

confident that there is sufficient evidence to support their judgement that the Assessment Standards have been met. Evidence may be gathered using the learner's usual means of communication.

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**

1.3 Listening and talking

## **4 Employability, enterprise and citizenship**

4.6 Citizenship

## **5 Thinking skills**

5.1 Remembering

5.2 Understanding

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

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**Published:** January 2015 (version 1.0)

**Superclass:** FB

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## History of changes

Version	Description of change	Authorised by	Date

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