

MODERN LANGUAGES
Access 1

Third edition – published December 2001

**NOTE OF CHANGES
THIRD EDITION PUBLISHED DECEMBER 2001**

SUBJECT TITLE: Modern Languages (Access 1)

Introductory Information:

Details Information inserted on certification of the unit,
Life in Another Country (Access 2) in a language
other than French, German, Italian, Russian or
Spanish.

MODERN LANGUAGES

Access 1

The Modern Languages provision at Access 1 comprises two units:

D3K3 07	<i>Modern Languages: Life in Another Country – Aspects of Life (Acc 1)</i>	<i>1 credit (40 hours)</i>
D3K4 07	<i>Modern Languages: Life in Another Country – Language (Acc 1)</i>	<i>1 credit (40 hours)</i>

RECOMMENDED ENTRY

Entry is at the discretion of the centre

Administrative Information

Publication date:	December 2001
Source:	Scottish Qualifications Authority
Version:	03

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Introductory Information: Modern Languages (Access 1)

RATIONALE

All candidates are entitled to foreign language learning experiences as part of the European dimension in their education. Access 1 provision puts the experience of modern language learning well within the scope of all but a very few candidates.

Modern language learning gives candidates an opportunity to develop and practise important social and communicative skills. Through the study of foreign language, even at a very basic level, the candidate's awareness of his or her own language develops, and gains can usually be seen in both languages.

In the Access 2 Modern Languages provision there are four units in each of the Clusters for French, German, Italian, Russian and Spanish:

Life in Another Country (Access 2)

Personal Language (Access 2)

Transactional Language (Access 2)

Language in Work (Access 2)

Access 1 Modern Languages provision consists of two units which are derived from the unit *Life in Another Country (Access 2)*.

The key aims of these units are to provide enjoyable and worthwhile educational experiences which will broaden horizons, to extend understanding of the concept of community and to enable simple participation within that community.

Although the two units may be studied separately there are strong links between them. They aim to develop the candidates' awareness of the existence of foreign lifestyles and an appreciation of the ways in which they are both similar to and different from their own. The aspects of lifestyle and topics for language work are drawn from the same lists. (See Appendices 1.1, 1.2 and 1.3)

All contexts for foreign language work will relate to concepts which are within the candidate's experience and will be as realistic as possible. Study of the foreign country and discussions relating to similarities and differences will be carried out mainly in the mother tongue. Candidates will be encouraged to become familiar with a limited number of associated relevant foreign words and phrases and to use them in their study.

Introductory Information (cont): Modern Languages (Access 1)

CONTENT

Although each of the units is described separately, the distinctions between them could in practice be made imperceptible to the candidate. Where integration is carefully planned, the two units may overlap. In this case it may be possible to design an activity in such a way as to allow the candidate to achieve the two units via a single assessment opportunity.

Alternatively, each unit can be studied on a stand-alone basis.

Language work at this level should be firmly grounded in the context chosen for study and/or in parallel contexts in this country. Themes and topics for study are to be chosen from those listed in the Appendices.

Unit *D3K3 07 Life in Another Country – Aspects of Life* focuses on learning about and comparing daily living with respect to two topics. Unit *D3K4 07 Life in Another Country – Language* requires the candidate to study two aspects of language in a country where the language being studied is the main language or one of the main languages. The aspects chosen for study will be related to two topics drawn from those listed in Appendices 1.1, 1.2 and 1.3.

Appendices 1.1, 1.2 and 1.3

The appendices are identical to Appendix 1 Arrangements for Modern Languages at Access 2. Two topics need to be covered in order to achieve each unit, and performance criteria are appropriate for candidates working at this level. It is expected that, especially where the units are taught over a number of years, candidates may cover more of the topics than the minimum required for certification.

Aspects of the foreign country chosen for the focus of either unit may be drawn from any two of the topics listed in Appendices 1.1, 1.2 and 1.3. Topics chosen should be straightforward and should relate to concepts familiar to the candidate and where possible to candidate interests.

APPROACHES TO LEARNING AND TEACHING

The purpose of the units is to offer candidates the opportunity to explore lifestyles in another country and to compare them with their own, and to acquire skills in understanding simple factual information in the foreign language.

At this level, concepts will be familiar and language will be practised and rehearsed in a limited number of situations. A considerable amount of support may be needed.

A candidate may not be able to transfer previously encountered language across situations and the pattern of assessment should take this into account.

It should be remembered that some candidates working at this level will have difficulty imagining themselves in different situations and account should be taken of this in designing activities.

Introductory Information (cont): Modern Languages (Access 1)

ASSESSMENT

There is no external assessment at Access level.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of assessment requirements are provided in each unit specification. The assessment of the outcome of each unit may evolve through learning and teaching activities across both units.

Assessment will focus only on language and ideas which are familiar and which have been rehearsed.

Where possible, the two units should be integrated.

GUIDANCE ON CERTIFICATION AND MODERATION

Each Access 1 unit will normally be certificated as an individual unit. However, as Access 1 units are derived from units at Access 2, it will also be possible to allow the evidence of achievement of Access 1 units to be used to count towards achievement of the relevant Access 2 unit. (In Modern Languages, the language of the relevant Access 2 unit should be the same as the language of the country studied in the Access 1 unit.)

French

To allow this to happen for Access 2 *French: Life in Another Country*, candidates would require evidence of attainment of one out of the following two units:

D3K3 07 *Modern Languages: Life in Another Country – Aspects of Life (Access 1)*

D3K4 07 *Modern Languages: Life in Another Country – Language (Access 1)*

Following achievement of one of these units, candidates should be entered for D562 08 *French: Life in Another Country (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

German

To allow this to happen for Access 2 *German: Life in Another Country*, candidates would require evidence of attainment of one out of the following two units:

D3K3 07 *Modern Languages: Life in Another Country – Aspects of Life (Access 1)*

D3K4 07 *Modern Languages: Life in Another Country – Language (Access 1)*

Following achievement of one of these units, candidates should be entered for D564 08 *German: Life in Another Country (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

Introductory Information (cont): Modern Languages (Access 1)

Italian

To allow this to happen for Access 2 *Italian: Life in Another Country*, candidates would require evidence of attainment of one out of the following two units:

D343 07 *Modern Languages: Life in Another Country – Aspects of Life (Access 1)*

D3K4 07 *Modern Languages: Life in Another Country – Languages (Access 1)*

Following achievement of one of these units, candidates should be entered for D566 08 *Italian: Life in Another Country (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

Russian

To allow this to happen for Access 2 *Russian: Life in Another Country*, candidates would require evidence of attainment of one out of the following two units:

D343 07 *Modern Languages: Life in Another Country – Aspects of Life (Access 1)*

D3K4 07 *Modern Languages: Life in Another Country – Language (Access 1)*

Following achievement of one of these units, candidates should be entered for D568 08 *Russian: Life in Another Country (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

Spanish

To allow this to happen for Access 2 *Spanish: Life in Another Country*, candidates would require evidence of attainment of one out of the following two unit:

D3K3 07 *Modern Languages: Life in Another Country – Aspects of Life (Access 1)*

D3K4 07 *Modern Languages: Life in Another Country – Language (Access 1)*

Following achievement of one of these units, candidates should be entered for D570 08 *Spanish: Life in Another Country (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

Life in Another Country - Optional Language (Access 2)

For candidates who have been studying life and language in a country where French, German, Italian, Russian or Spanish is spoken, they should be entered for the corresponding Access 2 unit as detailed above. For all other languages, to allow the evidence of Access 1 units to be used to count towards achievement of an Access 2 unit, the following arrangements should be made.

Candidates would require evidence of attainment of one out of the following two units:

D3K3 07 *Modern Languages: Life in Another Country – Aspects of Life (Access 1)*

D3K4 07 *Modern Languages: Life in Another Country – Language (Access 1)*

Following achievement of one of these units, candidates should be entered for D75N 08 *Life in Another Country - Optional Language (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

Introductory Information (cont): Modern Languages (Access 1)

Evidence of achievement for all units should be available for moderation. Part of this evidence may be in the form of a candidate's Scottish Qualifications Certificate showing achievement of the Access 1 units, or actual evidence from doing the units if this is still within the timescale for centres to retain evidence. (See *Putting Assessment Moderation Policy into Operation* April 2000.)

SPECIAL NEEDS

Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

National Unit Specification: general information

UNIT Modern Languages: Life in Another Country –
Aspects of Life (Access 1)

NUMBER D3K3 07

SUMMARY

This unit provides opportunities to develop candidates' awareness of lifestyles other than their own and to encourage reflection on similarities and differences. (This unit may be studied with respect of one of the following languages: French, German, Italian, Russian, Spanish, or an Optional Language.)

OUTCOME

Compare aspects of life in a country other than Britain with the same aspects of life in your own community.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a Modern Languages programme, for example, a programme using Access 1 curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

Superclass: FK
Publication date: December 2001
Source: Scottish Qualifications Authority
Version: 03

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National Unit Specification: statement of standards

UNIT Modern Languages: Life in Another Country – Aspects of Life (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME

Compare aspects of life in a country other than Britain with the same aspects of life in your own community.

Performance criteria

- (a) Based on the selected topics, two aspects of life in the country being studied are described by giving at least six key points of information for each aspect.
- (b) In respect of each aspect studied at least three comparisons between life in the foreign country and the same aspects in the candidate's own community are made.

Evidence requirements

Evidence to meet the requirements of both performance criteria may include oral/signed and/or written and/or illustrative work in English and/or the target language. Any form of communication may be used, verbal or non-verbal.

Note:

1. To achieve the unit, the candidate will be required to cover two topics drawn from those listed in Appendices 1.1, 1.2 and 1.3.
2. Reference to a word list is permitted.
3. All contexts will relate to the topics selected and to concepts with which the candidate is familiar.

National Unit Specification: support notes

UNIT Modern Languages: Life in Another Country –Aspects of Life (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of two units which are derived from the Modern Languages unit: *Life in Another Country (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 unit:

D3K4 07 Modern Languages: Life in Another Country – Language (Access 1)

Note

The language of the country chosen for this unit (French, German, Italian, Russian, Spanish, Optional Language) should be the same as the language studied in the Access 1 unit *D3K4 07: Life in Another Country – Language*, if both units are undertaken.

The topics for the unit should be chosen from the list in Appendices 1.1, 1.2 and 1.3.

The content of the unit should take into account the candidate's experience and interests. Where possible, candidates should be involved in making decisions regarding the topics from which the aspects of life are drawn.

The design of the programme of study should take into account the aim of this unit, which is to provide opportunities for candidates to compare some aspects of life in another country with their own experience in their own community.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit is aimed at a wide population of learners, most of whom may require additional support for learning. The emphasis in the unit will be on expanding the candidate's awareness of the world without losing touch with her/his own experience. While adding a European or global dimension to the candidate's programme of work, the aspects of the foreign country studied should also lead to a greater awareness of local contexts. In some cases it may be possible to link this unit with units studied in other parts of the curriculum. For example, foreign food may be linked with nutritional studies; folk music with aesthetic awareness.

The unit would be particularly effective if linked to a planned visit to the country in question, organised for example by the school or college.

At each stage in the programme, candidates should be encouraged to comment on similarities and differences between the foreign country and their own experience. For some candidates, the realisation that people speak differently and enjoy different lifestyles will be a novel idea and it will be important to help them to appreciate that things can be different without necessarily being better or worse. The notion of diversity might be followed through by looking at diversity within their own local community, their own school or college, or their own candidate group.

National Unit Specification: support notes (cont)

UNIT Modern Languages: Life in Another Country –Aspects of Life (Access 1)

Information about the country and topics to be investigated can be presented in whatever format or combination of formats is appropriate, and candidates may communicate their findings and their opinions in whatever form is most appropriate for them.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Any number of investigations may be carried out during the programme of study. In order to achieve the unit the candidate will be assessed on a minimum of two topics, selected from those listed in Appendices 1.1, 1.2 or 1.3.

Performance criteria

- PC (a) On each occasion the candidate will provide evidence of learning that has taken place by describing at least six key points of what has been learned with regard to each aspect. This description may be given orally in the course of an extended conversation with the assessor, or through the medium of illustrative work (e.g. a poster, scrapbook), or both. Where information is presented visually, the assessor should ascertain by means of questioning, that the candidate is indeed aware of the points made. The candidate's normal mode of communication will be used.
- PC (b) In the course of the description, or immediately following it, the candidate should point out ways in which the country and the lifestyles are similar to or different from her or his own. At least three comparisons should be made. These comparisons may be offered by the candidate or elicited by the teacher/lecturer in the course of conversation. The comparisons may also be made visually as part of illustrative work done in fulfilment of the first performance criterion; however the assessor should ascertain by means of questioning that the candidate is indeed aware of the points made. In conversation, the candidate's normal mode of communication will be used.

Evidence requirements

The extended conversation upon which the evidence for the achievement of the performance criteria is based may be more wide-ranging than is required by the assessment arrangements. Candidates who are able to do so should be encouraged to express their own ideas and opinions at some length without being constrained by the evidence requirements.

The topic investigated should be noted and a brief indication of the type of evidence presented should be recorded and retained for moderation purposes.

Assessment should not be unduly formal and may be carried out in the course of normal learning.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

National Unit Specification: support notes (cont)

UNIT Modern Languages: Life in Another Country –Aspects of
Life (Access 1)

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For further information on these, please refer to the document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

APPENDIX 1.1

Note: to achieve the unit, the candidate will be required to cover two topics drawn from those listed in Appendices 1.1, 1.2 and 1.3.

THEMES	TOPICS	TOPIC DEVELOPMENT
Lifestyles	Personal identification House/home town Free time	<ul style="list-style-type: none">• self• family members• friends/colleagues/fellow candidates• pets• colours • accommodation• personal possessions• places in town• simple directions • leisure activities/interests• television
Education	Daily routine in learning environment, e.g. school/college	<ul style="list-style-type: none">• language of the learning environment• objects of the learning environment• subjects studied• time• careers

APPENDIX 1.2

Note: to achieve the unit, the candidate will be required to cover two topics drawn from those listed in Appendices 1.1, 1.2 and 1.3.

THEMES	TOPICS	TOPIC DEVELOPMENT
The Wider World	<p>Within the context of a real or imaginary visit to the country:</p> <p>Shopping</p> <p>Eating out</p> <p>Travel/Touring</p> <p>Accommodation</p>	<ul style="list-style-type: none"> • numbers/quantities • prices/money • food/drink • presents/souvenirs • menus • ordering food/drink • holiday • transport • places/directions • time/dates • hotel/campsite/hostel

APPENDIX 1.3

Note: to achieve the unit, the candidate will be required to cover two topics drawn from those listed in appendices 1.1, 1.2 and 1.3.

THEMES	TOPICS	TOPIC DEVELOPMENT
World of Work	<p>Within the context of work in this country, with visitors from abroad:</p> <p>Shops</p> <p>Café/Restaurant</p> <p>Travel/Tourism</p> <p>Hospitality</p>	<ul style="list-style-type: none"> • formal greeting and leave taking • number/quantities • money/price • food and drink • menus • tickets • transport • places/facilities • times/dates • hotel/campsite/hostel • bed & breakfast • reception

National Unit Specification: general information

UNIT Modern Languages: Life in Another Country –
Language (Access 1)

NUMBER D3K4 07

SUMMARY

This unit aims to allow candidates to gain some limited experience of a foreign language. (This unit may be studied with respect to one of the following languages: French, German, Italian, Russian, Spanish, or an Optional Language)

OUTCOME

In respect of the main language used in the country being studied, demonstrate understanding of a limited range of vocabulary associated with each of the aspects of life being studied.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a Modern Languages programme, for example, a programme using Access 1 curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

Superclass: FK
Publication date: December 2001
Source: Scottish Qualifications Authority
Version: 03

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National Unit Specification: statement of standards

UNIT Modern Languages: Life in Another Country – Language (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME

In respect of the main language used in the country being studied, demonstrate understanding of a limited range of vocabulary associated with each of the aspects of life being studied.

Performance criterion

Familiarity with at least eight words and phrases relevant to each aspect studied is demonstrated.

Evidence requirements

Evidence to meet the requirements of the performance criterion may include oral/signed and/or written and/or illustrative work in English and/or the target language. Any form of communication may be used, verbal or non-verbal.

Note

1. To achieve the unit, the candidate will be required to cover two topics drawn from those listed in Appendices 1.1, 1.2 and 1.3.
2. Reference to a word list is permitted.
3. All contexts will relate to the topics selected and to concepts with which the candidate is familiar.

National Unit Specification: support notes

UNIT Modern Languages: Life in Another Country – Language (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of two units which are derived from the Modern Languages unit: *Life in Another Country (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 unit:

D3K3 07: Modern Languages: Life in Another Country – Aspects of Life (Access 1).

Note

The language of the country chosen for this unit (French, German, Italian, Russian, Spanish, Optional Language) should be the same as the language studied in the Access 1 unit *D3K3 07: Life in Another Country – Aspects of Life*, if both units are undertaken.

The topics for the unit should be chosen from the list in Appendices 1.1, 1.2 and 1.3.

The language chosen for this unit must be French, German, Italian, Russian or Spanish.

The content of the unit should take into account the candidate's experience and interests. Where possible, candidates should be involved in making decisions regarding the topics chosen.

The design of the programme of study should take into account the aim of this unit, which is to provide a context for language learning.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit is aimed at a wide population of learners, most of whom may require additional support for learning. The emphasis in the unit will be on expanding the candidate's awareness of the world without losing touch with her/his own experience. The study of the language should add a European or global dimension to the candidate's programme of work. In some cases it may be possible to link this unit with units studied in other parts of the curriculum.

The unit would be particularly effective if linked to a planned visit to the country in question, organised for example by the school or college.

This unit is designed to be accessible to all candidates, including those who will not be undertaking more extended language study. The linguistic aim in this unit, therefore, is language awareness rather than communicative competence. The vocabulary studied should be closely linked to other work, in particular the aspects of life studied in *D3K3 07 Modern Languages: Life in Another Country – Aspects of Life*. Understanding may be demonstrated as part of a task associated with the completion of the other unit, for example:

National Unit Specification: support notes (cont)

UNIT Modern Languages: Life in Another Country –Language (Access 1)

- visual presentation (poster, photo collage, scrapbook, map or diagram) accompanied by simple labels in the foreign language. The labels should, where possible, be selected and prepared by the candidate. The candidate should be able to pronounce most of the words correctly and be able to say what they mean
- pairing pictures and text correctly and saying what is indicated by the text
- labelling correctly a collection of relevant items; being able to read the labels and say with which item a label should be associated even when separated from the item
- preparing a foreign dish accompanied by simple labelling; being able to read the labels and explain the contents
- cooking a foreign dish from a simple recipe in the foreign language; being able to read the list of ingredients.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

To achieve this unit, the candidate should demonstrate familiarity with at least eight words or phrases relevant to each aspect of life selected. Two aspects of life should be studied. If the unit is being undertaken along with the unit *D3K3 07 Modern Languages: Life in Another Country – Aspects of Life* (Access 1), then the same aspects and language must be studied in both units.

Performance criterion

The candidate may demonstrate familiarity with elements of the foreign language in a number of ways. Examples are given in National Assessment Bank materials. Whatever method is devised, in order for the unit to be achieved, the candidate should be able to demonstrate with confidence her or his familiarity with the elements of the language which have been studied.

Evidence requirements

Achievement will be recorded when the assessor is satisfied that the level of mastery aimed at has been achieved.

Assessment should not be unduly formal and may be carried out in the course of normal lessons.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For further information on these, please refer to the document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

APPENDIX 1.1

Note: to achieve the unit, the candidate will be required to cover two topics drawn from those listed in Appendices 1.1, 1.2 and 1.3.

THEMES	TOPICS	TOPIC DEVELOPMENT
Lifestyles	Personal identification House/home town Free time	<ul style="list-style-type: none">• self• family members• friends/colleagues/fellow candidates• pets• colours • accommodation• personal possessions• places in town• simple directions • leisure activities/interests• television
Education	Daily routine in learning environment, e.g. school/college	<ul style="list-style-type: none">• language of the learning environment• objects of the learning environment• subjects studied• time• careers

APPENDIX 1.2

Note: to achieve the unit, the candidate will be required to cover two topics drawn from those listed in Appendices 1.1, 1.2 and 1.3.

THEMES	TOPICS	TOPIC DEVELOPMENT
The Wider World	Within the context of a real or imaginary visit to the country: Shopping Eating out Travel/Touring Accommodation	<ul style="list-style-type: none">• numbers/quantities• prices/money• food/drink• presents/souvenirs • menus• ordering food/drink • holiday• transport• places/directions• times/dates • hotel/campsite/hostel

APPENDIX 1.3

Note: to achieve the unit, the candidate will be required to cover two topics drawn from those listed in Appendices 1.1, 1.2 and 1.3.

THEMES	TOPICS	TOPIC DEVELOPMENT
World of Work	Within the context of work in this country, with visitors from abroad: Shops Café/Restaurant Travel/Tourism Hospitality	<ul style="list-style-type: none">• formal greeting and leave taking• numbers/quantities• money/prices • food and drink• menus • tickets• transport• places/facilities• times/dates • hotel/campsite/hostel• bed & breakfast• reception