SQA

MODERN LANGUAGES
Access 2

Third edition – published November 1999

NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS
THIRD EDITION - PUBLISHED WINTER 1999

CLUSTER TITLE: Modern Languages (Access 2)

CLUSTER NUMBER:

C059 08	French
C060 08	German
C061 08	Italian
C062 08	Russian
C063 08	Spanish

National Cluster Specification

Cluster Details   Content – information about use of *Life in Another Country* as a free-standing unit.

National Unit Specification:

Life in Another Country (Access 2)

Information provided for use if unit is undertaken as a free-standing unit.

National Cluster

MODERN LANGUAGES (ACCESS 2)

CLUSTER NUMBER C059 08   FRENCH   (Access 2)
  C060 08   GERMAN   (Access 2)
  C061 08   ITALIAN   (Access 2)
  C062 08   RUSSIAN   (Access 2)
  C063 08   SPANISH   (Access 2)

STRUCTURE

The cluster comprises any three of the following units in the target language*: Life in Another Country (Acc 2)*, *Personal Language (Acc 2)*, *Transactional Language (Acc 2)*, *Language in Work (Acc2)*. Available units are listed below.

D562 08	*French*	*Life in Another Country (Acc 2)*	*1 credit (40 hours)*
D564 08	*German*		
D566 08	*Italian*		
D568 08	*Russian*		
D570 08	*Spanish*		
D563 08	*French*	*Personal Language (Acc 2)*	*1 credit (40 hours)*
D565 08	*German*		
D567 08	*Italian*		
D569 08	*Russian*		
D571 08	*Spanish*		
D337 08	*French*	*Transactional Language (Acc 2)*	*1 credit (40 hours)*
D463 08	*German*		
D469 08	*Italian*		
D475 08	*Russian*		
D481 08	*Spanish*		
D338 08	*French*	*Language in Work (Acc 2)*	*1 credit (40 hours)*
D464 08	*German*		
D470 08	*Italian*		
D476 08	*Russian*		
D482 08	*Spanish*		

Administrative Information

National Cluster: general information (cont)

CLUSTER　　　　　Modern Languages (Access 2)

In common with all courses, this programme of study includes a further 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this cluster.

National Cluster: details

CLUSTER   Modern Languages (Access 2)

RATIONALE

All candidates are entitled to foreign language learning experiences as part of the European dimension in their education. The Modern Languages cluster, by virtue of the approach used and the flexibility of the units puts the experience of modern language learning well within the scope of all but a very few candidates.

Modern language learning gives candidates a further opportunity to practise and develop important social and communicative skills.

This cluster offers an integrated introduction to foreign language learning at a very basic level. Through the study of a 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.

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.

Each of the units can be studied separately but there are strong links among them. In particular, the unit *Life in Another Country* provides a clear context for the foreign language learning topics of any of the other three units.

The unit *Life in Another Country* aims to develop 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 the 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.

In the unit *Life in Another Country*, 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.

In the other three units communication in the foreign language will be initiated mainly by the teacher/lecturer. Language will be simple and factual. The candidate's responses will demonstrate understanding of the foreign language presented and ability to interact with a speaker of the foreign language, using any means of communication available to the candidate. Contexts may include real or imagined scenarios in the foreign country or interaction with speakers of the target language in Britain.

National Cluster: details (cont)

CLUSTER   Modern Languages (Access 2)

CONTENT

The cluster consists of component units which are integrated by the nature of the study undertaken and the language content. Although each of the units is described separately below, the distinctions between them should in practice be imperceptible to the candidate. Where integration is carefully planned, outcomes may overlap. In this case it may be possible to design an activity in such a way as to allow the candidate to achieve outcomes from two of the units via a single assessment. Alternatively, individual units 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.

Life in Another Country (Acc 2)

This unit requires the candidate to study two *aspects of life and 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. Outcome 2 (language awareness) should be linked with Outcome 1 (study of an aspect of lifestyle) for each of the topics studied.

Where centres wish to offer *Life in Another Country* as a free-standing unit in the context of another country, they should inform SQA (Development Division) of this in writing so that appropriate arrangements can be made.

Personal Language (Acc 2)

Two topics drawn from one or both of the themes listed in Appendix 1.1 will be covered in the unit. This unit introduces some basic language skills used in understanding and conveying simple personal information.

Transactional Language (Acc 2)

This unit introduces some basic language skills used in understanding information and in making purchases or obtaining services in the context of a real or imagined visit to the country. Two topics drawn from the theme in Appendix 1.2 will be covered in the unit.

Language in Work (Acc 2)

This unit aims to introduce some basic language skills used in understanding and responding to requests for information, goods or services in the context of a real or imagined visit abroad, or during real or imaginary interaction with foreign visitors to this country. Two topics drawn from the theme in Appendix 1.3 will be covered in the unit.

Further guidance on the design of learning programmes can be found in the support notes and NAB material. Unit specifications contain detailed information about standards and assessment.

* the 'aspects' in this unit are equivalent to the 'topic development' areas in the other 3 units

National Cluster: details (cont)

CLUSTER   Modern Languages (Access 2)

Appendices 1.1, 1.2 and 1.3

The appendices are identical to Appendix 1 in the Arrangements for Modern Languages at Access 3. At Access 2, however, only 2 topics need be covered in order to achieve the outcomes, and performance criteria are appropriate for candidates working at Access 2 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.

For the unit *Life in Another Country*, aspects of the foreign country chosen for study may be drawn from any 2 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.

Where the three units being offered as a cluster include *Life in Another Country*, there should be links between the topics chosen for study in the *Life in Another Country* unit and the topics chosen for the other two units. These links should be taken into account when planning assessment.

Where a centre wishes to offer the unit Life in Another Country as a free-standing unit in the context of another country, centres should inform SQA (Development Division) of this in writing, so that appropriate arrangements can be made.

Undertaking three units as a coherent whole offers a number of benefits:

- together, any three component units offer opportunities for delivery as a coherent, integrated, holistic experience
- balance and breadth of candidates' experiences and learning will be promoted
- practical activity may be integrated into contexts for learning
- where *Life in Another Country* forms one of the component units, it provides a context for communication in the foreign language undertaken in the other units

ASSESSMENT

Access differs from other levels in that there is no external assessment. However a cluster provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete units.

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 are provided in the unit specification. Candidates will prepare for the outcomes of each unit, which will evolve through learning and teaching activities across the units.

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

Where possible, outcomes for the three units selected should be integrated.

National Cluster: details (cont)

CLUSTER   Modern Languages (Access 2)

APPROACHES TO LEARNING AND TEACHING

The purpose of the component units is to offer candidates the opportunity to explore lifestyles in another country and to compare them with their own; to acquire skills in understanding simple factual information in the foreign language and to develop the confidence to engage in interaction with a speaker of the foreign language while observing appropriate social conventions.

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 will 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.

The candidate's behaviour while undertaking communicative activities in the foreign language should conform as far as possible to recognised social conventions, taking into account any physical, sensory or cognitive disability. These conventions may be indicated by body posture, sitting, standing, physical distance, eye contact, tone, pitch and volume of voice. Such conventions will present a major challenge to some candidates working at this level and this should be taken into account. All candidates, however, should be encouraged to improve their social skills while aiming to improve their linguistic skills.

SPECIAL NEEDS

This 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 information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each cluster
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT	Life in Another Country (Access 2)	
NUMBER	D562 08	French
	D564 08	German
	D566 08	Italian
	D568 08	Russian
	D570 08	Spanish
CLUSTER	Modern Languages (Access 2)	

This is a component unit of Access 2 Modern Languages. When it is taken as part of the cluster, the country studied must be one where the target language in the other two units is spoken.

Where a centre wishes to offer this unit as a free-standing unit in the context of another country, it should inform SQA (Development Division) in writing.

SUMMARY

The unit aims to develop candidate awareness of lifestyles other than their own and to encourage reflection on similarities and differences while gaining some limited experience of the foreign language.

OUTCOMES

1   Compare aspects of life in a country other than Britain with the same aspects of life in your community.
2   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.

National Unit Specification: general information (cont)

UNIT   Life in Another Country (Access 2)

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

National Unit Specification: statement of standards

UNIT   Life in Another Country (Access 2)

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.

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 for all outcomes.
3   All contexts will relate to the topics selected and to concepts with which the candidate is familiar.

OUTCOME 1

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.

OUTCOME 2

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 performance criterion with regard to two aspects of life 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.

National Unit Specification: support notes

UNIT   Life in Another Country (Access 2)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit may be studied as an additional, stand-alone unit, as part of the cluster for Modern Languages at Access 2, or as part of an integrated programme of work involving units in other subjects.

Outcomes 1 and 2 should be related and should be chosen from the list of topics in Appendices 1.1, 1.2 and 1.3.

Where the unit is studied as part of the Modern Languages cluster (Access 2), the country chosen for study and the topics explored should complement the language to be studied in the units *Personal Language, Transactional Language, Language in Work*. The aspects explored by the candidate should be chosen from the topics detailed for language study in those units. 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 aims of this unit:

* to provide opportunities for candidates to compare some aspects of life in another country with their experience in their own community
* 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, some of whom may require additional support for learning. The emphasis in this unit will be on expanding the candidate's awareness of the world without losing touch with his/her 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 not only with the other units in the Modern Languages cluster but also with units studied in other parts of the curriculum. For example, shopping abroad may be linked with local consumer studies; foreign food 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.

National Unit Specification: support notes (cont)

UNIT   Life in Another Country (Access 2)

Outcome 1

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.

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.

Outcome 2

The foreign language element in this unit is designed to be accessible to all candidates, including those who will not be undertaking the more extended language study in the other units which make up the Modern Languages cluster at Access 2. The linguistic aim in this unit, therefore, is language awareness rather than communicative competence. The vocabulary studies should be closely linked to the aspects of life studied for Outcome 1. Understanding may be demonstrated as part of the task associated with Outcome 1, for example:

- 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 they 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

Candidates who are undertaking more extended language study in the other two units will be able to demonstrate their language awareness in a wider range of ways, including participation in communicative activities. Teachers/lecturers should be alert to the possibility of designing the programme of study in such a way that assessment of Outcome 2 in this unit can be overtaken in the course of assessment of outcomes in the other component units of the Modern Languages cluster.

National Unit Specification: support notes (cont)

UNIT   Life in Another Country (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Any country might be the subject of investigation for this unit if delivered as a stand alone unit. In practice, choice will be constrained by the availability of suitable learning and teaching resources and by the assessment requirements. Guidance on using this unit as part of a cluster is given in the National Cluster details for Modern Languages (Access 2).

Outcome 1
Any number of investigations may be carried out during the programme of study. In order to achieve Outcome 1 the candidate will be assessed on a minimum of two topics, selected from those listed in Appendix 1.

Performance criteria

PC (a)   On each occasion the candidate will provide evidence of the learning which 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 (eg, 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 his or her 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.

National Unit Specification: support notes (cont)

UNIT   Life in Another Country (Access 2)

Outcome 2

To achieve this outcome the candidate should demonstrate familiarity with at least eight words or phrases relevant to each aspect of life studied. Two aspects of life should be studied. The aspects of life should be the ones investigated in the course of working towards Outcome 1.

Performance criterion

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

Note

Where any of the other units are also being undertaken by a candidate, this outcome may overlap with an outcome from one of the other units. In this case, one performance will be sufficient to demonstrate achievement of outcomes in both units, provided the performance criteria and evidence requirements for both units are met.

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 information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT   Personal Language (Access 2)

NUMBER   D563 08   French
                        D565 08   German
                        D567 08   Italian
                        D569 08   Russian
                        D571 08   Spanish

CLUSTER   Modern Languages (Access 2)

This is a component unit of Access 2 Modern Languages.

SUMMARY

This unit aims to introduce some basic language skills used in understanding and conveying simple personal information.

OUTCOMES

1   Demonstrate understanding of personal information presented in oral or written form in the target language.
2   Engage in social interaction with a user of the target language.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

National Unit Specification: general information (cont)

UNIT   Personal Language (Access 2)

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

National Unit Specification: statement of standards

UNIT   Personal Language (Access 2)

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.

Note
1   Content relates to the prescribed topics. To achieve the unit, candidates will be required to cover any two of the four topics prescribed in Appendix 1.1.
2   Reference to a word list is permitted for all outcomes.
3   All contexts will relate to the chosen themes and to the candidate's experience.

OUTCOME 1

Demonstrate understanding of personal information presented in oral or written form in the target language.

Performance criterion
Identifies correctly at least four items of information drawn from each of the chosen topics.

Evidence requirements
Oral, signed or written evidence or evidence presented by other appropriate means which demonstrates that the candidate can fulfil the performance criterion on at least two occasions. Each occasion must cover a different topic.

OUTCOME 2

Engage in social interaction with a user of the target language.

Performance criterion
Demonstrates interaction within a familiar context by making at least four successful contributions on each occasion.

Evidence requirements
Oral evidence or other performance evidence which demonstrates that the candidate can fulfil the performance criterion on at least two occasions. Each occasion must cover a different topic.

National Unit Specification: support notes

UNIT   Personal Language (Access 2)

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

While the exact time allocation for this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The personal language covered in this unit will be developed from at least two topics drawn from one or both of the following themes: Lifestyles and Education. An outline grid is given in Appendix 1.1.

Appendix 1.1 also applies to arrangements for Modern Languages at Access 3. Whereas at Access 3 all four topics should be dealt with, at Access 2 only two topics need be covered.

How the topics are developed will depend on a number of considerations:

- if the unit is being studied as part of the Modern Languages cluster, decisions about topics should be taken with the requirements of the other units in mind. See, in particular, the arrangements for the unit *Life in Another Country*
- some candidates working at this level may take more than one session to complete the programme of study, which may be spread over a number of years. In either of these cases there may be candidates who have already undertaken study of some topic areas. Their continuing needs will have to be assessed before decisions are taken. There is sufficient flexibility in the arrangements at Access 2 for the programme of study to overlap in consecutive years or for a substantially different programme to be offered should that be necessary
- the interests and experience of the candidates who will be involved
- the resources available for learning and for teaching

Whatever topics are chosen, the language taught at this level will be basic and straightforward. It should enable the candidate to understand and offer short items of simple, factual information in rehearsed and practised situations.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit is aimed at a wide population of learners, some of whom may require additional support for learning. For this reason, the emphasis on certain language skills will depend on the needs of the learner. For many candidates, speaking and listening to the spoken word will form the basis of learning and teaching. For some, the skills of reading or writing will be more suitable, or indeed necessary, to achieve success. For others, different combinations of all four skills may form the basis of a multisensory approach which will allow for a wide variety of activities based on a limited amount of linguistic material.

National Unit Specification: support notes (cont)

UNIT   Personal Language (Access 2)

Although not obligatory as far as assessment arrangements are concerned, in practice Outcomes 1 and 2 will often be linked to the same topic.

For candidates for whom this unit is part of the Modern Languages cluster, the outcomes for the unit *Personal Language* should also be located as far as possible within the context of the outcomes for the unit *Life in Another Country*. In some cases it may be possible to link outcomes from these two units in a way that will make it possible for the candidate to overtake an outcome from one unit in the course of work for the outcome in another, thus reducing the amount of assessment required.

The approach adopted in this unit should reflect the principles of the communicative approach to learning and teaching; that is, the language heard and used by the candidate should be communicative in purpose, involving the giving and/or receiving of information within contexts which are in themselves coherent. The ability to name or identify a list of objects, for example, would be insufficient. The discrete items learned would need to be presented in a context and form part of a communicative 'message' in order for the outcomes to be achieved.

At this level, the emphasis is on encouraging the candidate to participate and interact in situations in which the target language is used and to do so at the highest level possible for that candidate. The arrangements are deliberately flexible so that no candidate need be excluded from the experience of foreign language learning.

Teaching will focus on a variety of communicative activities related to the topics studied and conducted in the target language. For example:

- classroom interaction between teacher/lecturer and candidate and between candidates
- question and answer sequences
- communicative games
- role-play
- simulations
- real or mock interviews
- giving or carrying out instructions (eg, while undertaking craft activities)

Some candidates working at this level will find it difficult to engage in imaginary situations such as roleplay. Use of real objects and real situations can be helpful.

For some candidates working at this level, communicative targets may include the achievement of appropriate communicative behaviour. While behaviour is not prescribed for the purpose of assessment, all candidates should be encouraged to work towards the achievement of communicative behaviour which conforms to recognised social conventions, taking into account any physical, sensory or cognitive disability. These conventions may include appropriate body posture, sitting, standing, physical distance, eye contact, tone, pitch and volume of voice. This applies particularly to Outcome 2 in the unit.

National Unit Specification: support notes (cont)

UNIT   Personal Language (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The key principle in the assessment of this unit is that information is conveyed and is understood. Assessment should be flexible enough to include any candidate activity which complies with the performance criteria and evidence requirements.

Assessment procedures should not be overly formal. An integrated approach should be used whenever possible, involving activities which occur naturally as part of the candidate's learning programme.

A milestone approach could be adopted. Candidates could have a checklist of short-term objectives based on the topic being studied. The objectives would be progressive and achievement would be noted on an ongoing basis. The final objective would be a performance which would meet the assessment criteria.

Targets relating to appropriate communicative behaviour may be included in checklists for individual candidates where centres consider them to be desirable subsidiary goals. They should not, however, prevent a candidate from achieving unit outcomes.

Teaching and assessment at this level will allow for rehearsal, repetition and the opportunity for two formal reassessments to achieve objectives.

Candidates will be required to cover at least two of the topics prescribed in Appendix 1.1.

Where this unit is studied in conjunction with one of the other units in this cluster, assessment which also meets the requirements of *Personal Language* need not be repeated. The candidate can be credited with achievement in both units through a single assessment, provided that the performance criteria and evidence requirements for each are met.

Outcome 1
Information drawn from the topic studied will be presented to the candidate in oral or written form. After listening to or reading information presented in the target language, the candidate must demonstrate that he or she has understood the information presented. At this level the information may be presented in small 'chunks', but each chunk should convey information.

Identifying or naming some leisure activities, for example, would be insufficient; on the other hand, listening to information and then identifying who enjoyed which activity would be a communicative act.

Information can be presented in a variety of ways, for example:

- orally, by the teacher/lecturer or a visiting speaker of the language
- on audio or videotape
- in print or handwriting
- on screen or on paper

National Unit Specification: support notes (cont)

UNIT   Personal Language (Access 2)

Understanding can be demonstrated in the mother tongue, in the foreign language, or graphically, in a variety of ways, for example:

- orally, face-to-face or on tape, or via an assistive communication device
- in writing or in Braille
- by signing
- by matching pictures or cards related to the information presented
- by a multiple choice exercise
- by pointing or indicating in some other way
- at a distance by using telecommunication devices (telephone, minicom, fax, e-mail)

In order to achieve Outcome 1 the candidate must demonstrate understanding of at least four items of information on two occasions, each drawn from a different topic.

Outcome 2
Engage in social interaction with a user of the target language.

The candidate may demonstrate interaction with the teacher/lecturer, a visiting user of the language or a fellow candidate, provided the interlocutor has sufficient command of the language to maintain the dialogue.

At this level, the dialogue is likely to be initiated by the teacher/lecturer and may consist of a short sequence of familiar questions related to the current topic and to the candidate's personal experience. What is to be assessed is the ability of the candidate to respond to the communication received and/or to initiate associated interaction.

For most candidates, interaction will involve an oral initiative or response in the target language. For some the communicative act may be achieved by other means, using the candidate's normal mode of communication. Pointing or other non-linguistic means of communication is acceptable from candidates for whom that is the normal means of communication, provided the communication is a suitable response to the interlocutor and can be understood by him/her. Accuracy should be taken into account only in so far as it affects effective communication.

The nature of the candidate's performance, therefore, may be influenced by any learning difficulties the candidate may face. This should not mean, however, that a candidate may take the easiest route possible by communicating in a way which is other than his/her normal means of expression. It would not be acceptable, for example, for a candidate who normally uses voice to communicate by pointing or card manipulation. A candidate who normally communicates by pointing, however, could achieve the outcome by communicating in his/her usual way during an interaction involving some other use of the target language (eg, the interlocutor uses the foreign language; the candidate points to the response he/she wishes to make, choosing from a pre-prepared list of topic-based expressions in the target language).

In order to achieve Outcome 2 the candidate must make at least four successful contributions to each interaction on at least two occasions, each drawn from a different topic.

UNIT   Personal Language (Access 2)

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 information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT Transactional Language (Access 2)

NUMBER D337 08 French
        D463 08 German
        D469 08 Italian
        D475 08 Russian
        D481 08 Spanish

CLUSTER Modern Languages (Access 2)

This is a component unit of Access 2 Modern Languages.

SUMMARY

This unit aims to introduce some basic language skills used in understanding information, making requests for information and obtaining goods or services, either in the context of a real or imagined visit abroad.

OUTCOMES

1 Demonstrate understanding of information presented in oral or written form in the target language.
2 Obtain information, goods or services in an interaction involving the use of the target language.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

National Unit Specification: general information (cont)

UNIT   Transactional Language (Access 2)

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

National Unit Specification: statement of standards

UNIT   Transactional Language (Access 2)

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.

Note
1   Content relates to the prescribed themes and topics. To achieve the unit, candidates will be required to cover two of the four topics prescribed in Appendix 1.2.
2   Reference to a word list is permitted for all outcomes.
3   All contexts will relate to the chosen themes and to the candidate's experience.

OUTCOME 1

Demonstrate understanding of information presented in oral or written form in the target language.

Performance criterion
Identifies correctly at least four items of information drawn from each of the chosen topics.

Evidence requirements
Oral, signed or written evidence or evidence presented by other appropriate means, which demonstrates that the candidate can fulfil the performance criterion on at least two occasions, each drawn from a different topic.

OUTCOME 2

Obtain information, goods or services in an interaction involving the use of the target language.

Performance criterion
Interacts with a sympathetic user of the target language, within familiar contexts, in order to obtain information, goods or services, making at least four successful contributions on each occasion.

Evidence requirements
Oral evidence or performance evidence which demonstrates that the candidate can fulfil the performance criterion on at least two occasions, each drawn from a different topic.

National Unit Specification: support notes

UNIT Transactional Language (Access 2)

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

While the exact time allocation for this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The transactional language covered in this unit will be developed from at least two of the four topics listed under the theme The Wider World. An outline grid is given in Appendix 1.2.

Appendix 1.2 also applies to arrangements for Modern Languages at Access 3. Whereas at Access 3 all four topics should be dealt with, at Access 2 only two topics need be covered.

The choice of topics will depend on a number of considerations:

- if the unit is being studied as part of the Modern Languages cluster, decisions about topics must be taken with the requirements of the other units in mind. See, in particular, the arrangements for the unit *Life in Another Country*
- some candidates working at this level may take more than one session to complete the programme of study, or the programme may be spread over a number of years. In either of these cases there may be candidates who have already undertaken study of some of the topic areas. Their continuing needs will have to be assessed before decisions are taken. There is sufficient flexibility in the arrangements at Access 2 for part of the programme to overlap in consecutive years or for a substantially different programme to be offered should that be necessary
- the interests and experience of the candidates who will be involved
- the resources available for teaching and for learning

Whatever topics are chosen, the language taught at this level will be basic and straightforward. It should enable the candidate to understand and offer brief items of simple, factual information in rehearsed and practised situations.

The outcomes for *Transactional Language* and *Language in Work* may be linked. *The Language in Work* unit complements the outcomes in this unit by focusing on providing (rather than requesting) information, goods or services.

The scenarios may be based on a future or imaginary visit to a foreign country where the language is spoken.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit is aimed at a wide population of learners, some of whom may require additional support for learning. For this reason, the emphasis on certain language skills will depend on the needs of the learner. For many candidates, speaking and listening to the spoken word will form the basis of learning and teaching. For some, the skills of reading or writing will be more suitable, or indeed necessary, to achieve success. For others, different combinations of all four skills may form the basis of a multisensory approach which will allow for a wide variety of activities based on a limited amount of linguistic material.

National Unit Specification: support notes (cont)

UNIT   Transactional Language (Access 2)

Although not obligatory, in practice Outcomes 1 and 2 will often be linked to the same topic. Indeed, it should be possible to design activities which will meet the performance criteria specified for both outcomes.

For candidates for whom this unit is part of the cluster, the outcomes for the *Transactional Language* unit should also be located as far as possible within the context of the outcomes for *Life in Another Country*. In some cases it may be possible to link outcomes from this unit and *Language in Work* in a way that will make it possible for the candidate to overtake an outcome from one unit in the course of work for the outcome in another, thus reducing the amount of assessment required.

The approach adopted in this unit should reflect the principles of the communicative approach to learning and teaching; that is, the language heard and read and used by the candidate should be communicative in purpose, involving the giving and/or receiving of information within contexts which are in themselves coherent. The ability to name or identify a list of objects, for example, would be insufficient. The discrete items learned would need to be presented in a context and form part of a communicative 'message' in order for the outcomes to be achieved.

At this level, the emphasis is on encouraging the candidate to participate and interact in situations in which the target language is used and to do so at the highest level possible for that candidate. The arrangements are deliberately flexible so that no candidate need be excluded from the experience of foreign language learning.

Teaching will focus on a variety of communicative activities related to the topics studied. For example:

- classroom interaction between teacher/lecturer and candidate and between candidates
- question and answer sequences
- communicative games
- role-play
- simulations
- real or mock interviews
- giving or carrying out instructions (eg, while undertaking craft activities)

Some candidates working at this level will find it difficult to engage in imaginary situations such as role-play. Use of real objects and real situations can be helpful.

For some candidates working at this level, communicative targets may include the achievement of appropriate communicative behaviour. While behaviour is not prescribed for the purpose of assessment, all candidates should be encouraged to work towards the achievement of communicative behaviour which conforms to recognised social conventions, taking into account any physical, sensory or cognitive disability. These conventions may include appropriate body posture, sitting, standing, physical distance, eye contact, tone, pitch and volume of voice.

National Unit Specification: support notes (cont)

UNIT   Transactional Language (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The key principle in the assessment of this unit is that information is conveyed and is understood. Assessment should be flexible enough to allow any performance which complies with the performance criteria and evidence requirements.

Assessment procedures should not be overly formal. An integrated approach should be used whenever possible, involving activities which occur naturally as part of the candidate's learning programme.

A milestone approach could be adopted. Candidates could have a checklist of short-term objectives based on the topic being studied. The objectives would be progressive and achievement would be noted on an ongoing basis. The final objective would be a performance which would meet the assessment criteria.

Targets relating to appropriate communicative behaviour may be included in checklists for individual candidates where centres consider them to be desirable subsidiary goals. They should not, however, prevent a candidate from achieving the unit outcomes.

Teaching and assessment at this level will allow for rehearsal, repetition and the opportunity for two formal reassessment attempts to achieve objectives.

Candidates will be required to cover at least two of the topics prescribed in Appendix 1.2.

Where this unit is studied in conjunction with one of the other units in this cluster, assessment which also meets the requirements of *Transactional Language* need not be repeated. The candidate can be credited with achievement in both units through a single assessment, provided that the performance criteria and evidence requirements for each are met.

Outcome 1
Information drawn from the topic studied will be presented to the candidate in oral or written form. After listening to or reading information presented in the target language, the candidate must demonstrate that he/she has understood the information.

Information can be presented in a variety of ways, for example:

- orally, by the teacher/lecturer or a visiting speaker of the language
- on audio or videotape
- in print or handwriting
- on screen or on paper

National Unit Specification: support notes (cont)

UNIT   Transactional Language (Access 2)

Understanding can be demonstrated in the mother tongue, in the foreign language, or graphically, in a variety of ways, for example:

- orally, face-to-face or on tape, or via an assistive communication device
- in writing or in Braille
- by signing
- by matching pictures or cards related to the information presented
- by a multiple choice exercise
- by pointing or indicating in some other way
- at a distance, by using telecommunication devices (telephone, minicom, fax, e-mail)

Alternatively, the candidate could demonstrate understanding by responding appropriately in the target language. In this case, the candidate may also fulfil some of the requirements for Outcome 2.

In order to achieve Outcome 1 the candidate must demonstrate understanding on at least two occasions, each drawn from a different topic.

Outcome 2

This outcome requires the candidate to demonstrate interaction with the teacher/lecturer, a visiting user of the language or a fellow candidate. The interlocutor must have sufficient command of the target language to maintain the dialogue.

At this level, the interaction is likely to be initiated by the teacher/lecturer and may consist of a request for information or a service, or an invitation for the candidate to make a request. What is to be assessed is the ability of the candidate to respond appropriately using the target language. Where possible, further interchanges should take place, producing a simple dialogue.

For most candidates, interaction will involve an oral initiative or response in the target language. For some the communicative act may be achieved by other means, using the candidate's normal mode of communication. Pointing or other non-linguistic means of communication is acceptable from candidates for whom that is the normal means of communication, provided the communication is a suitable response to the interlocutor and can be understood by him/her. Accuracy should be taken into account only in so far as it affects effective communication.

The nature of the candidate's performance, therefore, may be influenced by any learning difficulties the candidate may face. This should not mean, however, that a candidate may take the easiest route possible by communicating in a way which is other than his/her normal means of expression. It would not be acceptable, for example, for a candidate who normally uses voice to communicate by pointing or card manipulation.

A candidate who normally communicates by pointing, however, could achieve the outcome by communicating in his/her usual way during an interaction involving some other use of the target language (eg, the interlocutor uses the foreign language; the candidate points to the response he/she wishes to make, choosing from a pre-prepared list of topic-based expressions on the target language).

In order to achieve Outcome 2 the candidate must make at least four successful contributions to each interaction on at least two occasions, each drawn from a different topic.

National Unit Specification: support notes (cont)

UNIT Transactional Language (Access 2)

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 information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT   Language in Work (Access 2)

NUMBER	D338 08	French
	D464 08	German
	D470 08	Italian
	D476 08	Russian
	D482 08	Spanish

CLUSTER   Modern Languages (Access 2)

This is a component unit of Access 2 Modern Languages.

SUMMARY

This unit aims to introduce some basic language skills used in understanding requests for information and providing information, goods, or services in the context of real or imaginary interaction with foreign visitors to this country.

OUTCOMES

1   Demonstrate understanding of requests for information, goods or services presented in oral or written form in the target language.
2   Provide information, goods or services in an interaction involving the use of the target language.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

National Unit Specification: general information (cont)

UNIT   Language in Work (Access 2)

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

National Unit Specification: statement of standards

UNIT　　　　　　Language in Work (Access 2)

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.

Note
1　Content relates to the prescribed themes and topics. To achieve the unit, candidates will be required to cover two of the four topics prescribed in Appendix 1.3.
2　All contexts will relate to the chosen themes and to the candidate's experience.
3　Reference to a word list is permitted for all outcomes.

OUTCOME 1

Demonstrate understanding of requests for information, goods or services presented in oral or written form in the target language.

Performance criterion
Identifies correctly at least four requests for information or services drawn from each of the chosen topics.

Evidence requirements
Oral, signed or written evidence or evidence presented by other appropriate means, which demonstrates that the candidate can fulfil the performance criterion on at least two occasions, each drawn from a different topic.

OUTCOME 2

Provide information, goods or services in an interaction involving the use of the target language.

Performance criterion
Interacts with a sympathetic user of the target language, within familiar contexts, in order to provide information, goods or services, making at least four successful contributions on each occasion.

Evidence requirements
Oral evidence or performance evidence which demonstrates that the candidate can fulfil the performance criterion on at least two occasions, each drawn from a different topic.

National Unit Specification: support notes

UNIT   Language in Work (Access 2)

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

While the exact time allocation for this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The transactional/vocational language covered in this unit will be developed from at least two of the four topics and the associated topic areas listed in Appendix 1.3.

Appendix 1.3 also applies to arrangements for Modern Languages at Access 3. Whereas at Access 3 all four topics and topic development areas should be dealt with, at Access 2 only two topics need be covered.

The choice of topics will depend on a number of considerations:

- if the unit is being studied as part of the Modern Languages cluster, decisions about topics must be taken with the requirements of the other units in mind. The unit *Life in Another Country* provides an investigative context for language work in this unit
- the outcomes for *Language in Work* and *Transactional Language* may be linked. The *Transactional Language* unit complements the outcomes in this unit by focusing on requesting (rather than providing) information, goods and services
- some candidates working at this level may take more than one session to complete the programme of study, or the programme may be spread over a number of years. In either of these cases there may be candidates who have already undertaken study of some of the topic areas. Their continuing needs will have to be assessed before decisions are taken. There is sufficient flexibility in the arrangements at Access 2 for part of the programme to overlap in consecutive years or for a substantially different course to be offered should that be necessary
- the interests and experience of the candidates who will be involved
- the resources available for teaching and for learning

Whatever topics are chosen, the language taught at this level will be basic and straightforward. It should enable the candidate to understand and offer short items of simple, factual information in rehearsed and practised situations.

The scenarios will have responses to requests, real or imaginary, from foreign visitors to this country.

National Unit Specification: support notes (cont)

UNIT Language in Work (Access 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit is aimed at a wide population of learners, some of whom require additional support for learning. For this reason, the emphasis on certain language skills will depend on the needs of the learner. For many candidates, speaking and listening to the spoken word will form the basis of learning and teaching. For some, the skills of reading or writing will be more suitable, or indeed necessary, to achieve success. For others, different combinations of all four skills may form the basis of a multisensory approach which will allow for a wide variety of activities based on a limited amount of linguistic material.

Although not obligatory, in practice Outcomes 1 and 2 will often be linked to the same topic. Indeed, it should be possible to design activities which will meet the performance criteria specified for both outcomes. For example, the candidate may need to understand a request before supplying the appropriate information or service.

It may be possible, due to similarity in content, to link outcomes in this unit with outcomes in *Transactional Language*. However, the scenarios are different and this would need to be taken into account when devising assessment tasks.

For candidates for whom this unit is part of the cluster, and who are also studying the unit *Life in Another Country*, the outcomes for this unit should also be located as far as possible within the context of the outcomes for the unit *Life in Another Country*.

The approach adopted in this unit should reflect the principles of the communicative approach to learning and teaching; that is, the language heard or read and used by the candidate should be communicative in purpose, involving the giving and/or receiving of information within contexts which are in themselves coherent. The ability to name or identify a list of objects, for example, would be insufficient. The discrete items learned would need to be presented in a context and form part of a communicative 'message' in order for the performance criteria to be met.

At this level, the emphasis is on encouraging the candidate to participate and interact in situations in which the foreign language is used and to do so at the highest level possible for that candidate. The arrangements are deliberately flexible so that no candidate need be excluded from the experience of foreign language learning.

Teaching will focus on a variety of communicative activities related to the topics studied. For example:

- classroom interaction between teacher/lecturer and candidate and between candidates
- question and answer sequences
- communicative games
- role-play
- simulations
- real or mock interviews
- giving or carrying out instructions (eg, while undertaking craft activities)

National Unit Specification: support notes (cont)

UNIT Language in Work (Access 2)

Some candidates working at this level will find it difficult to engage in imaginary situations such as role-play. Use of real objects and real situations can be helpful. If real objects are not available, good visual representations will sometimes aid skills development, particularly if they can be used in imaginary transactions, for example, as illustrations on cards representing items for purchase.

For some candidates working at this level, communicative targets may include the achievement of appropriate communicative behaviour. While behaviour is not prescribed for the purpose of assessment, all candidates should be encouraged to work towards the achievement of communicative behaviour which conforms to recognised social conventions, taking into account any physical, sensory or cognitive disability. These conventions may include appropriate body posture, sitting, standing, physical distance, eye contact, tone, pitch and volume of voice.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The key principle in the assessment of this unit is that information is conveyed and is understood. Assessment should be flexible enough to allow any performance which complies with the performance criteria and evidence requirements.

Assessment procedures should not be overly formal. An integrated approach should be used whenever possible, involving classroom activities which occur naturally as part of the candidate's learning programme.

A milestone approach could be adopted. Candidates could have a checklist of short-term objectives based on the topic being studied. The objectives would be progressive and achievement would be noted on an ongoing basis. The final objective would be a performance which would meet the assessment criteria.

Targets relating to appropriate communicative behaviour may be included in checklists for individual candidates where centres consider them to be desirable subsidiary goals. They should not, however, prevent a candidate from achieving the unit outcomes.

Teaching and assessment at this level will allow for rehearsal, repetition and the opportunity for multiple attempts to achieve objectives.

Candidates will be required to cover at least two of the topics prescribed in Appendix 1.3.

Where this unit is studied in conjunction with one of the other units in this cluster, assessments which also meet the requirements of that unit need not be repeated. The candidate can be credited with achievement in both units through a single assessment, provided that the performance criteria and evidence requirements for each unit are met.

National Unit Specification: support notes (cont)

UNIT   Language in Work (Access 2)

Outcome 1

Requests for information, goods or services drawn from the topic studied will be presented to the candidate in oral or written form. After listening to or reading information presented in the target language, the candidate must demonstrate that he/she has understood what has been requested.

Information can be presented in a variety of ways, for example:

* orally, by the teacher/lecturer or a visiting speaker of the language
* on audio or videotape
* in print or handwriting
* by phone or on screen

Understanding can be demonstrated in the mother tongue, or graphically, in a variety of ways, for example:

* orally, face-to-face or on tape, or via an assistive communication device
* in writing or in Braille
* by signing
* by matching pictures or cards related to the information presented
* by a multiple choice exercise
* by pointing or indicating in some other way
* at a distance, by using telecommunication devices (telephone, minicom, fax, e-mail)

Alternatively, the candidate could demonstrate understanding by responding appropriately in the target language. In this case, the candidate may also fulfil some of the requirements for Outcome 2.

In order to achieve Outcome 1 the candidate must demonstrate understanding on at least two occasions, each drawn from a different topic.

Outcome 2

This outcome requires the candidate to demonstrate interaction with the teacher/lecturer, a visiting user of the language or a fellow candidate. The interlocutor must have sufficient command of the foreign language to maintain the dialogue.

At this level, the interaction is likely to be initiated and supported by the teacher/lecturer and may consist of a request for information or a service. What is to be assessed is the ability of the candidate to respond appropriately using the target language. Where possible, further interchanges should take place, producing a simple dialogue.

For most candidates, interaction will involve an oral initiative or response in the target language. For some the communicative act may be achieved by other means, using the candidate's normal mode of communication. Pointing or other non-linguistic means of communication is acceptable from candidates for whom that is the normal means of communication, provided the communication is a suitable response to the interlocutor and can be understood by him/her. Accuracy should be taken into account only in so far as it affects communication.

National Unit Specification: support notes (cont)

UNIT   Language in Work (Access 2)

The nature of the candidate's performance, therefore, may be influenced by any learning difficulties the candidate may face. This should not mean, however, that a candidate may take the easiest route possible by communicating in a way which is other than his/her normal means of expression. It would not be acceptable, for example, for a candidate who normally uses voice to communicate by pointing or card manipulation. A candidate who normally communicates by pointing, however, could achieve the outcome by communicating in his/her usual way during an interaction involving some other use of the target language (eg, the interlocutor uses the foreign language; the candidate points to the response he/she wishes to make, choosing from a pre-prepared list of topic-based expressions in the target language).

In order to achieve Outcome 2 the candidate must make at least four successful contributions to each interaction on at least two occasions, each drawn from a different topic.

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 information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

LANGUAGE CONTENT

UNIT   Personal Language (Access 2)

Note
Any two topics to be covered

Themes	Topics	Topic Development
Lifestyles	Personal identification	- self - family members - friends/colleagues/fellow candidates - pets - colours
	House/home town	- accommodation - personal possessions - places in town - simple directions
	Free time	- leisure activities/interests - television
Education	Daily routine in learning environment, (eg. school/college)	- language of the learning environment - objects of the learning environment - subjects studied - time - careers

LANGUAGE CONTENT

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Appendix 1.2

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UNIT Transactional Language (Access 2)

Note
Any two topics to be covered

Theme	Topics	Topic Development
The Wider World	Within the context of a real or imaginary visit to the country: Shopping Eating out Travel/Touring Accommodation	 • numbers/quantities • prices/money • food and drink • presents/souvenirs • menus • ordering food/drink • holiday • transport • places/directions • times/dates • hotel/campsite/hostel

LANGUAGE CONTENT   Appendix 1.3

UNIT   Language in Work (Access 2)

Note
Any two topics to be covered

Theme	Topics	Topic Development
The World of Work	Within the context of work in this country with visitors from abroad: • Shops • Café/restaurant • Travel/tourism • Hospitality	• formal greeting/leavetaking • numbers/quantities • money/prices • food and drink • menus • tickets • transport • places/facilities • times/dates • hotel/campsite/hostel/ bed & breakfast • reception