



**MODERN LANGUAGES**  
**Access 3**

**Fifth edition – published November 2008**



**NOTE OF CHANGES TO ACCESS 3 ARRANGEMENTS  
FIFTH EDITION PUBLISHED NOVEMBER 2008**

**COURSE TITLE:** Modern Languages (Access 3)

**COURSE NUMBER:**

C247 09	Cantonese
C059 09	French
C060 09	German
C061 09	Italian
C248 09	Mandarin
C062 09	Russian
C063 09	Spanish

**National Course Specification:**

Course details	Addition of Cantonese and Mandarin to existing provision. Addition of Appendix A Grammar Grid (Productive): Chinese Languages
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**National Unit Specification:**

Unit: Personal Language (Access 3)	Addition of Cantonese and Mandarin to existing provision.
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F292 09 Cantonese  
F29M 09 Mandarin

Unit: Transactional Language (Access 3)	Addition of Cantonese and Mandarin to existing provision.
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F294 09 Cantonese  
F29P 09 Mandarin

Unit: Language in Work (Access 3)	Addition of Cantonese and Mandarin to existing provision.
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F296 09 Cantonese  
F29R 09 Mandarin



## National Course

### MODERN LANGUAGES (ACCESS 3)

<b>COURSE NUMBER</b>	C247 09	CANTONESE (Access 3)
	C059 09	FRENCH (Access 3)
	C060 09	GERMAN (Access 3)
	C061 09	ITALIAN (Access 3)
	C248 09	MANDARIN (Access 3)
	C062 09	RUSSIAN (Access 3)
	C063 09	SPANISH (Access 3)

### STRUCTURE

The Course comprises three mandatory units in the same target language, as follows:

<b>F292 09</b>	<b>Cantonese:</b>		<b>1 credit (40 hours)</b>
<b>D563 09</b>	<b>French:</b>		
<b>D565 09</b>	<b>German:</b>		
<b>D567 09</b>	<b>Italian:</b>	<b>Personal Language (Acc 3)</b>	
<b>F29M 09</b>	<b>Mandarin:</b>		
<b>D569 09</b>	<b>Russian:</b>		
<b>D571 09</b>	<b>Spanish:</b>		
<b>F294 09</b>	<b>Cantonese:</b>		<b>1 credit (40 hours)</b>
<b>D337 09</b>	<b>French:</b>		
<b>D463 09</b>	<b>German:</b>		
<b>D469 09</b>	<b>Italian:</b>	<b>Transactional Language (Acc 3)</b>	
<b>F29P 09</b>	<b>Mandarin:</b>		
<b>D475 09</b>	<b>Russian:</b>		
<b>D481 09</b>	<b>Spanish:</b>		

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### Administrative Information

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**National Course: general information (cont)**

**COURSE**            Modern Languages (Access 3)

<i>F296 09</i>	<i>Cantonese:</i>		<i>1 credit (40 hours)</i>
<i>D338 09</i>	<i>French:</i>		
<i>D464 09</i>	<i>German:</i>		
<i>D470 09</i>	<i>Italian:</i>	<i>Language in Work (Acc 3)</i>	
<i>F29R 09</i>	<i>Mandarin:</i>		
<i>D476 09</i>	<i>Russian:</i>		
<i>D482 09</i>	<i>Spanish:</i>		

## **National Course: general information (cont)**

### **COURSE**            Modern Languages (Access 3)

In common with all Courses, this programme of study includes 40 hours over and above the 120 hours for the component units. This is used 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 on its use is included in the Course details.

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre, but candidates may benefit from having completed one or more of the corresponding units at Access 2.

### **CORE SKILLS**

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

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Course: details**

**COURSE**            Modern Languages (Access 3)

### **RATIONALE**

This Course offers a set of experiences in the target language which should be accessible to candidates operating at a very basic level. They involve the candidate working in a variety of defined, real or realistic contexts and using target language skills meaningfully for a range of purposes. Candidates should be able, with appropriate support and prompting, to communicate, and be communicated with, in simple ways. Each of the three units is separate, but there are strong links among them, as it is desirable that much language work at this level should entail the candidate reusing the same or very similar language in different situations. Indeed, the nature of progression at this level is for candidates to become more adept at transferring known language from one context to another with less and less prompting.

The key aim of the units is to promote the acquisition and development of basic communicative skills in the target language through understanding and conveying simple information of a factual nature. Other important aims are to provide a worthwhile and enjoyable educational experience for the candidates, and to broaden horizons by encouraging them to learn something, in the by-going, about the foreign country (or countries) and its customs and ways of life.

Candidates will learn to communicate and be communicated with through the skills of reading, listening and speaking. Alternative forms of communication (for example, writing/typing rather than speaking) may be appropriate and able to be arranged for candidates with special educational needs. Although the skill of writing is not assessed, it is expected that writing will form an integral part of work as a support for learning, for those candidates for whom that is suitable. All candidates should also be encouraged to acquire some knowledge about language, or grammar, to underpin their skills development. This knowledge may be modest, but the opportunity to develop it should not be denied candidates working at this level.

The Course will contribute to the general education of the candidates by widening their horizons to encompass awareness of basic aspects of the culture and language of the country or countries where the language is spoken. It will also contribute to a wider understanding of how their own language works. Vocational education will be fostered by the inclusion of basic language in the context of the world of work, as introduced in the Language in Work unit. It should be remembered, however, that some candidates operating at this level may have difficulties in imagining themselves in different situations and account should be taken of that in teaching. The teaching approaches adopted will contribute to the development of the wider curriculum by encouraging the inter-personal skills required in group and paired activities, thus helping candidates develop confidence in talk and in interacting with others.

## National Course: details (cont)

**COURSE** Modern Languages (Access 3)

### CONTENT

The Course consists of three component units. Learning across the three units can be integrated by the nature of the language content. Alternatively, each unit can be studied on a stand-alone basis. The units are described briefly below. The unit specifications contain detailed information about standards and assessment. The Appendices are also an important part of the guidance on this Course.

#### *Appendices*

##### **For this level:**

Appendix 1: Language content (1.1, 1.2, 1.3.)

It should be noted that the content for each unit appears wide, given the learners for whom these units are intended. In order to maintain motivation and to give a feeling of progress, it is intended that all themes and/or topics should be dealt with, albeit at a very basic level. Topic development is at the discretion of the centre, but some examples are given. The language taught at this level will be sufficient to enable the candidate to convey short items of simple, factual information in rehearsed and practised situations. By revisiting the topics in new contexts candidates should gain some confidence in using the target language.

Appendix 2: Summary of assessment procedures

##### **For all levels:**

Appendix A: Grammar content

Appendix B: Explanation of terms

#### ***Cantonese/French/German/Italian/Mandarin/Russian/Spanish: Personal Language (Acc 3)***

Four topics relating to two themes will be covered in the unit. (See Appendix 1.1.)

#### ***Cantonese/French/German/Italian/Mandarin/Russian/Spanish: Transactional Language (Acc 3)***

Four topics relating to one theme will be covered in the unit. (See Appendix 1.2.)

#### ***Cantonese/French/German/Italian/Mandarin/Russian/Spanish: Language in Work (Acc 3)***

Four topics relating to one theme will be covered in the unit. (See Appendix 1.3.)

Undertaking the units as a coherent Course offers a number of benefits:

- together, the component units offer opportunities for delivery as a coherent, integrated, holistic experience
- balance and breadth of candidates' experiences and learning will be promoted
- both specific and core skills may be explored and developed
- practical/applied activity may be integrated
- skills and abilities developed through holistic/integrated/practical activity support learning as a whole
- candidates' abilities to sustain effort and concentration, come to conclusions, make decisions, complete a process and evaluate their work are developed

## **National Course: details (cont)**

**COURSE**            Modern Languages (Access 3)

### **ASSESSMENT**

The units which make up the Course will be assessed internally only. Details of this internal assessment are provided in the unit specifications and summarised in Appendix 2.

Assessment of communication will be ongoing and candidates will prepare for this naturally in the course of study. Assessment will focus only on language which is familiar and rehearsed.

### **APPROACHES TO LEARNING AND TEACHING**

The purpose of each of the component units is to offer candidates the opportunity to communicate in the target language by understanding and conveying simple factual information. At this level, language will be practised and rehearsed in a limited number of defined situations. By repeating familiar language in a variety of situations, candidates should gain some confidence in using the target language and should be able to achieve some degree of basic communication.

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

### **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 Arrangements* (SQA, 2001).





## National Unit Specification: general information

**UNIT** Personal Language (Access 3)

**NUMBER** F292 09 Cantonese  
D563 09 French  
D565 09 German  
D567 09 Italian  
F29M 09 Mandarin  
D569 09 Russian  
D571 09 Spanish

**COURSE** Modern Languages (Access 3)

This is a component unit of Access 3 Modern Languages.

### SUMMARY

This unit aims to develop the basic language skills used in exchanging simple personal information.

### OUTCOMES

- 1 Convey information in the target language.
- 2 Demonstrate understanding of information presented in oral and written form in the target language.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre, but candidates may benefit from having completed the corresponding unit at Access 2.

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## **National Unit Specification: general information (cont)**

**UNIT**                      Personal Language (Access 3)

### **CREDIT VALUE**

1 credit at Access 3.

### **CORE SKILLS**

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

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## National Unit Specification: statement of standards

### UNIT Personal Language (Access 3)

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 ON RANGE FOR THE UNIT

- a. Content relates to the prescribed themes and topics. To achieve the unit, candidates will be required to cover all of the topics prescribed in Appendix 1.1.
- b. Reference to a word list is permitted for both outcomes.
- c. All contexts will relate to the themes and to the candidates' experience.

#### OUTCOME 1

Convey information in the target language.

##### Performance criteria

- (a) Makes at least six contributions to a dialogue in the target language in such a way as to be understood by a sympathetic speaker of the target language.
- (b) Uses language sufficiently clearly to convey the required information, despite inaccuracies in language use.

##### Evidence requirements\*

Oral work in the target language, or other appropriate means which demonstrate that the candidate can fulfil the performance criteria.

#### OUTCOME 2

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

##### Performance criteria

- (a) Identifies correctly items of information drawn from the themes and presented orally.
- (b) Identifies correctly items of written information drawn from the themes.

##### Evidence requirements\*

Oral and/or written work in English and/or the target language, or other appropriate means which demonstrate that the candidate can:

- identify in one or more listening assessments at least 6 items of information on each occasion
- identify some of the detail in one or more reading assessments

\* Across the two Outcomes, evidence of achievement in **five** assessments is required – two in Speaking, one in Listening, one in Reading and one further assessment in any of the three.

## **National Unit Specification: support notes**

### **UNIT                      Personal Language (Access 3)**

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 CONTENT AND CONTEXT FOR THIS UNIT**

The personal language developed will cover a range of topics and topic development areas drawn from the following two themes: Lifestyles and Education. An outline grid is attached as Appendix 1.1.

All four topics should be dealt with, albeit at a very basic level. Topic development is at the discretion of the centre and should take account of the age, interests and prior learning of the candidates. The language taught at this level will be sufficient to enable the candidate to convey 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 have learning difficulties. For this reason, the emphasis on the language skills will depend upon the needs of the learner. For many candidates, speaking and listening to the spoken word will form the basis of the learning and teaching. For some others, the skills of reading and writing, or a combination of any of the skills, will be more suitable, or indeed necessary, to achieve success.

Textual material may be presented in whatever format is appropriate, and candidates may provide written text by whatever means are appropriate, eg Braille.

The approach adopted should reflect the principles of the communicative approach to language learning and teaching. Teaching will focus on a variety of communicative activities relating to the topics, such as:

- classroom interaction
- meeting people
- question and answer
- games
- making things
- songs
- role-plays
- simulations

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Personal Language (Access 3)

#### **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 evidence requirements. The use of pre-prepared visual aids may be helpful. In the assessment of Speaking, prompt cards may be used to guide the activity. These prompt cards may be pictorial or provide single word clues in English or the target language.

Assessment procedures should not be overly formal. Continuous assessment, with short-term targets appropriate to the learner group to satisfy the outcomes and performance criteria, will be the norm.

In preparation for assessment, a milestone approach could be adopted. Candidates could have a checklist of short, simple objectives, to be assessed and noted on an ongoing basis. Rehearsal, repetition and the opportunity for multiple attempts to achieve these objectives will underpin teaching and preparation for assessment. Centres may wish to draw up their own lists of objectives based on the list of topics given in Appendix 1.1.

#### **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 information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).



## National Unit Specification: general information

**UNIT** Transactional Language (Access 3)

**NUMBER** F294 09 Cantonese  
D337 09 French  
D463 09 German  
D469 09 Italian  
F29P 09 Mandarin  
D475 09 Russian  
D481 09 Spanish

**COURSE** Modern Languages (Access 3)

This is a component unit of Access 3 Modern Languages.

### SUMMARY

This unit aims to develop the basic language skills used in obtaining information and in making purchases in the context of a real or imagined visit to the country where the target language is spoken.

### OUTCOMES

- 1 Request information in the target language.
- 2 Demonstrate understanding of information presented in oral and written form in the target language.
- 3 Use the basic language required in making a purchase.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre, but candidates may benefit from having completed the corresponding unit at Access 2.

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## **National Unit Specification: general information (cont)**

**UNIT** Transactional Language (Access 3)

### **CREDIT VALUE**

1 credit at Access 3.

### **CORE SKILLS**

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

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT**                      Transactional Language (Access 3)

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 ON RANGE FOR THE UNIT**

- a. Content relates to the prescribed theme and topics. To achieve the unit, candidates will be required to cover all of the topics prescribed in Appendix 1.2.
- b. Reference to a word list is permitted for all three outcomes.
- c. All contexts will relate to the theme and to the candidates' experience.

#### **OUTCOME 1**

Request information in the target language.

##### **Performance criterion**

Requests information in the target language by making at least six contributions to a dialogue in such a way as to be understood by a sympathetic speaker of the target language.

##### **Evidence requirements\***

Role-play or other oral work in the target language, or other appropriate means which demonstrate that the candidate can fulfil the performance criterion.

#### **OUTCOME 2**

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

##### **Performance criteria**

- (a) Identifies correctly items of information presented orally.
- (b) Identifies correctly items of written information.

##### **Evidence requirements\***

Oral and or written work in English, or other appropriate means which demonstrate that the candidate can:

- identify in one or more listening assessments at least six items of information on each occasion
- identify some of the detail in one or more reading assessments



## **National Unit Specification: statement of standards (cont)**

**UNIT** Transactional Language (Access 3)

### **OUTCOME 3**

Use the basic language required in making a purchase.

#### **Performance criteria**

By making at least six contributions to a dialogue, the candidate:

- (a) Indicates clearly the item or items to be obtained.
- (b) Responds appropriately to the seller.
- (c) Uses language sufficiently clearly for the desired purchase to be concluded.

#### **Evidence requirements\***

In a role-play or simulated situation, a purchase is made using the target language, demonstrating that the candidate can fulfil the performance criteria.

- \* Across the three outcomes, evidence of achievement in **six** assessments is required – three in Speaking, one in Listening, one in Reading and one further assessment in any of the three.

## **National Unit Specification: support notes**

### **UNIT**                      Transactional Language (Access 3)

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 CONTENT AND CONTEXT FOR THIS UNIT**

The transactional language developed will cover the range of topics and topic development areas drawn from the theme The Wider World as outlined in Appendix 1.2.

All four topics should be dealt with, albeit at a very basic level. Topic development is at the discretion of the centre and should take account of the age, interests and prior learning of the candidates. The language taught at this level will be sufficient to enable the candidate to convey and understand 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 have specific learning difficulties. For this reason, the emphasis on the language skills will depend upon the needs of the learner. For many candidates, speaking and listening to the spoken word will form the basis of the learning and teaching. For some others, the skills of reading and writing, or a combination of any of the skills, will be more suitable, or indeed necessary, to achieve success.

The approach adopted should reflect the principles of the communicative approach to language learning and teaching. Teaching will focus on a variety of communicative activities relating to the topics and topic development areas such as:

- classroom interaction
- question and answer
- meeting people
- role-plays
- simulations
- games

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The key principle in the assessment of this unit is that information is requested and is understood in such a way that a purchase would successfully be made: any learner able to demonstrate this in whatever way to meet the outcomes and performance criteria will be able to gain a unit award. The use of pre-prepared visual aids may be helpful. In the assessment of Speaking, prompt cards may be used to guide the activity. These prompt cards may be pictorial or provide single word clues in English or the target language.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Transactional Language (Access 3)

Assessment procedures should not be overly formal. Continuous assessment, with short-term targets appropriate to the learner group to satisfy the outcomes and performance criteria, will be the norm.

In preparation for assessment, a milestone approach could be adopted. Candidates could have a checklist of short, simple objectives, to be assessed and noted on an ongoing basis. Rehearsal, repetition and the opportunity for multiple attempts to achieve these objectives will underpin the teaching and preparation for assessment. Centres may wish to draw up their own lists of objectives based on the list of topics given in Appendix 1.2.

### **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 Arrangements* (SQA, 2001).



## National Unit Specification: general information

**UNIT** Language in Work (Access 3)

**NUMBER** F296 09 Cantonese  
D338 09 French  
D464 09 German  
D470 09 Italian  
F29R 09 Mandarin  
D476 09 Russian  
D482 09 Spanish

**COURSE** Modern Languages (Access 3)

This is a component unit of Access 3 Modern Languages.

### SUMMARY

This unit aims to develop the basic language skills used in vocational or work-related contexts.

### OUTCOMES

- 1 Demonstrate understanding of requests in the target language for information.
- 2 Provide information in the target language.
- 3 Use the basic language required in providing a service.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre, but candidates may benefit from having completed the corresponding unit at Access 2.

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## **National Unit Specification: general information (cont)**

**UNIT** Language in Work (Access 3)

### **CREDIT VALUE**

1 credit at Access 3.

### **CORE SKILLS**

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

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT**                      Language in Work (Access 3)

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 ON RANGE FOR THE UNIT**

- a. Content relates to the prescribed theme and topics. To achieve the unit, candidates will be required to cover all four topics prescribed in Appendix 1.3.
- b. Reference to a word list is permitted for all three outcomes.
- c. All contexts will relate to the theme and to the candidates' experience.

#### **OUTCOME 1**

Demonstrate understanding of requests in the target language for information.

##### **Performance criterion**

Responds to requests in the target language for information in such a way as to demonstrate understanding.

##### **Evidence requirements\***

Oral and/or written work in English and/or the target language, or a course of action, which demonstrates that the candidate can fulfil the performance criterion. Evidence of achievement on at least two occasions is required.

#### **OUTCOME 2**

Provide information in the target language.

##### **Performance criteria**

- (a) Gives requested and relevant information in the target language in such a way as to be understood by a sympathetic speaker of the target language.
- (b) Uses language sufficiently clearly to convey the required information, despite inaccuracies in language use, by making at least six successful contributions to a dialogue.

##### **Evidence requirements**

Oral work in the target language, or other appropriate means which demonstrate that the candidate can fulfil the performance criteria. Evidence of achievement on at least two occasions is required.

## **National Unit Specification: statement of standards (cont)**

**UNIT** Language in Work (Access 3)

### **OUTCOME 3**

Use the basic language required in providing a service.

#### **Performance criterion**

Provides the service requested in the target language as appropriate to the situation.

#### **Evidence requirements\***

In a role-play or simulated situation a service is provided, either through a course of action or in relation to the language understood and/or used in Outcomes 1 and 2. At least six successful contributions are made to a dialogue. Evidence of achievement on at least two occasions is required.

- \* Across the three outcomes, evidence of achievement on at least **six** occasions is required – four in Speaking (covering Outcomes 2 and 3), two in Listening or Reading. All four topics must be covered in the course of assessment for this unit.

## **National Unit Specification: support notes**

### **UNIT**                      Language in Work (Access 3)

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 CONTENT AND CONTEXT FOR THIS UNIT**

The transactional language developed will cover the range of topics based on the theme The World of Work as outlined in Appendix 1.3.

All four topics should be dealt with, albeit at a very basic level. Topic development is at the discretion of the centre and should take account of the age, interests and prior learning of the candidates. The language taught at this level will be sufficient to enable the candidate to convey 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 have learning difficulties. For this reason, the emphasis on the language skills will depend upon the needs of the learner. For many candidates, speaking and listening to the spoken word will form the basis of the learning and teaching. For some others, the skills of reading and writing, or a combination of any of the skills, will be more suitable, or indeed necessary, to achieve success.

Textual material may be presented in whatever format is appropriate, and candidates may provide written text by whatever means are appropriate, eg, Braille.

The approach adopted should reflect the principles of the communicative approach to language learning and teaching. Teaching will focus on a variety of communicative activities relating to the topics, such as:

- role-plays
- simulations
- meeting people in a work situation

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The key principle in the assessment of this unit is that information is conveyed and requests are responded to: any learner able to demonstrate this in whatever way to meet the outcomes and performance criteria will be able to gain a unit award. It is expected that, in most cases, candidates will be able to fulfil the requirements for Outcome 1 in the course of assessment for Outcomes 2 and 3.



## **National Unit Specification: support notes (cont)**

### **UNIT**                      Language in Work (Access 3)

Assessment procedures should not be overly formal. Continuous assessment, with short-term targets appropriate to the learner group to satisfy the outcomes and performance criteria, will be the norm. The use of pre-prepared visual aids may be helpful. In the assessment of Speaking, prompt cards may be used to guide the activity. These prompt cards may be pictorial or provide single word clues in English or the target language.

In preparing for assessment, a milestone approach could be adopted. Candidates could have a checklist of short, simple objectives, to be assessed and recorded on an ongoing basis. Rehearsal, repetition and the opportunity for multiple attempts to achieve these objectives will underpin the teaching and preparation for assessment.

Centres may wish to draw up their own lists of objectives based on the list of topics and topic development given in Appendix 1.3.

### **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 Arrangements* (SQA, 2001).

# Appendices

**UNIT**                      Personal Language (Access 3) – 40 hours

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

**UNIT** Transactional Language (Access 3) – 40 hours

THEME	TOPICS	TOPIC DEVELOPMENT
The Wider World	<p>Within the context of a real or imaginary visit to the country where the target language is spoken:</p> <p>Shopping</p> <p>Eating out (café/restaurant)</p> <p>Travel/tourism</p> <p>Accommodation</p>	<ul style="list-style-type: none"> <li>• numbers/quantities</li> <li>• prices/money</li> <li>• food and drink</li> <li>• presents/souvenirs</li>   <li>• menus</li> <li>• ordering food/drink</li>   <li>• holiday</li> <li>• transport</li> <li>• places/directions</li> <li>• times/dates</li>   <li>• hotel/campsite/hostel</li> </ul>

**UNIT** Language in Work (Access 3) – 40 hours

<b>THEME</b>	<b>TOPICS</b>	<b>TOPIC DEVELOPMENT</b>
The World of Work	Within the context of work in this country with visitors from abroad:  Shopping  Eating out (café/restaurant)  Travel/tourism  Hospitality	<ul style="list-style-type: none"> <li>• formal greetings/leave taking</li> <li>• numbers/quantities</li> <li>• money/prices</li> <li>• food and drink</li> <li>• presents/souvenirs</li>   <li>• menus</li> <li>• ordering food/drink</li>   <li>• tickets</li> <li>• transport</li> <li>• places/facilities</li> <li>• times/dates</li>   <li>• hotel/campsite/hostel/bed &amp; breakfast</li> <li>• reception</li> </ul>

## Summary of Assessment Procedures

## Appendix 2

**UNIT** Language in Work (Access 3) – 40 hours

**NB This grid should be read in conjunction with the unit details. Further information on the nature of the required assessments can be found in the relevant NAB packages.**

### INTERNAL:

<b>UNIT Personal Language</b>	Across the two outcomes, five assessments are required: two in Speaking, one in Listening, one in Reading and one further assessment in any of the three.
<b>UNIT Transactional Language</b>	Across the three outcomes, six assessments are required: three in Speaking, one in Listening, one in Reading and one further assessment in any of the three.
<b>UNIT Language in Work</b>	Across the three outcomes, six assessments are required: four in Speaking and two in Listening or Reading.

**EXTERNAL: NOT APPLICABLE**

## APPENDIX A Grammar Grid (Productive)

### VERBS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
<b>Person</b>	The person involved is indicated clearly by pronoun/noun. Meaning of the verb is clear.	Notion of endings of verbs for regular verbs and common irregular verbs. Person must be clear from the verb if the language does not usually use pronouns.		Less common irregular verbs.	
<b>Time</b>	Notion of time may be unclear from the verb. Other time words may make timing obvious.	Notion of present, future and past time clear from verb (though may be very inaccurate in form). Increasing accuracy of form in regular and then common and less common irregular verbs.	Generally recognisable forms of: <ul style="list-style-type: none"> <li>• present</li> <li>• immediate future (or future)</li> <li>• completed past</li> <li>• continuous past</li> </ul>	Future  Pluperfect equivalent (or)	Other past tenses
<b>Mood/modality</b>	Notions of volition ( <i>would like to...</i> ); being able to; imperatives ( <i>must do something...</i> ) as learned in common phrases.	Some manipulation of verbal forms.	Control of modal verbs in common tenses. (Verbs) expressing beliefs, opinions. Conditional tense or Conditional equivalent. (if relevant)	(Verbs) expressing feelings, hopes. Reporting others' views, speech.	Modals in less common tenses. Subjunctive forms.
<b>Commands</b>	Common singular/plural commands.	Command rules for common irregular/regular verbs.			

## Appendix A (cont)

### NOUNS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
<b>Gender</b>		Notion of gender; most common words remembered.	Some conventions of gender, individual nouns showing increasing accuracy.		
<b>Number</b>	Singular/plural indicated by noun, or article or number or ending for common words.	Common irregular plurals.	Rules of plural forms.		
<b>Case</b>	←-----	If relevant, case made evident enough to give clear meaning by the noun or article as necessary.	Concept of case shown by noun or modifier as appropriate.		

### PRONOUNS

<b>Subject/ Object</b>	(See person of verb above.) If relevant, able to distinguish <i>I/you/we/one</i> as subject or object.	Subject and direct object pronouns (all).	Indirect object pronouns (as relevant in the language).		
<b>Reflexive</b>	←-----	Common reflexive verbal forms with pronouns as learned phrases.	Reflexives with common verbs in appropriate tenses.		
<b>Emphatic</b>	First/second person. →		All persons.		
<b>Relative</b>				Common relative pronouns, in different cases as relevant.	Less common relative pronouns.
<b>Position</b>		Notion of position of direct or indirect pronouns (NB commands).	Notion of rules where more than one pronoun is involved.		



## Appendix A (cont)

### ADJECTIVES

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
<b>Rules of agreement</b>		Notion of agreement and common forms – regular plus some irregular.	Increasing irregular forms or ending rules for case as relevant.		
<b>Rules of position</b>		Notion of position of adjectives.	Rules of position.		
<b>Possessives</b>	<i>My/Your.</i>	Indication of possessive for all persons.	Agreements as appropriate.		
<b>Comparative/ Superlative</b>	Indication of comparative.		Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives.	

### ADVERBS

<b>Rules of order</b>			Notion (where relevant) of rules of order.		
<b>Comparative/ Superlative</b>	Indication of comparative.		Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives.	

## Appendix A (cont)

### PREPOSITIONS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
		Notion that prepositions may change case/form of noun/article etc as relevant.	Most common prepositional effects.	Less common prepositional effects.	

### OTHER

		Key concepts of grammatical features of any language not definable by the foregoing categories should be handled in similar ways in a continuum through Intermediate 1 to Advanced Higher, as appropriate.			
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## APPENDIX A Grammar Grid (Productive) : Chinese Languages

### NOUNS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2
<b>Measure words</b>	<p>Notion of measure word. Recognise some measure words. Notion of measure word after numerals/ pronoun.</p> <p>e.g. Use after numerals. 五个人 Use after 这 and 那 这本书 Use after 几 and 哪 几个苹果? ?</p>	<p>Position of a measure word and selection of appropriate measure words showing increasing accuracy.</p> <p>e.g. Measure words 些. 一些玩具, 这些书</p>	<p>Accurate use of measure words.</p>
<b>Plural</b>	<p>Notion of numerals added to nouns; suffix added to nouns or pronouns.</p> <p>e.g. Numerals added to nouns 三个学生 A suffix 们 added to nouns or pronouns e.g. 孩子们</p>		
<b>Time phrases/tenses</b>	<p>Notion of position of time phrases.</p> <p>e.g. Phrases indicating time 明天我们去公园。他晚上有中文课。</p>	<p>Notion of position of time phrases to express the duration of an action/ a situation.</p> <p>e.g. Express the duration of an action/ a situation 他工作六年多了。 我教历史教了三十年。</p>	

## Appendix A (cont)

### NUMBERS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2
<b>Ordinal number</b>	Concept of forming numbers/ordinal numbers e.g. 第二		
<b>Time, date, money</b>	Notion of time, date and Chinese currency		
<b>Indefinite numbers</b>		Notions of indefinite numbers e.g. 五点左右。三百多人。	

## Appendix A (cont)

### PRONOUNS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2
<b>Subject/ Object</b>	The person involved is indicated clearly by pronoun/noun.		

## Appendix A (cont)

### VERBS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2
<b>Modal verb</b>	Use of modal verbs.		
<b>Aspect markers</b>	Use of 'le' (excessiveness) e.g. 太大了。	Use of 'le' (perfective) Use of 'zai' (progress) Use of 'guo/le' (past) Use of 'zhe' (continuative) e.g. 昨天我们看了一部电影。 他们正在看电视呢。 我去过中国。 站着吃饭。	

### ADVERBS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2
<b>Rules of order</b>		Notion of rules of order.	

## Appendix A (cont)

### PREPOSITIONS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2
		Recognition of the prepositions.  e.g. 他 <b>从</b> 中国来。 谁 <b>在</b> 大明家？	→

## Appendix A (cont)

### ADJECTIVES

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2
<b>Using 'de'</b>	Notion of modification by using 'de'	e.g. After adjectives or attributives with 的 好看的书 那个饭店的菜	Increasing irregular forms or ending rules for case as relevant.
<b>Possessives</b>	My/Your. e.g. 我的狗	Indication of possessive for all persons.	Agreements as appropriate.
<b>Comparative/ Superlative</b>		Use of 'bi' (comparative) Use of 'zui' (superlative) e.g. 她比我小两岁。 方明比我更爱画画。 这个西瓜比那个大一点儿。 他是全班最高的学生。	→

## Appendix A (cont)

### SENTENCES

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2
<b>Verbs</b>	Use of 'shi' (to be) Use of 'you' (to have)	Use of stative verb e.g. 她在学校。	
		Verbless sentences e.g. 今天星期六。	
<b>Negation</b>	Notion of forms of negative.	Accuracy of form in negative sentences.	
<b>Interrogation</b>	Concept of interrogative sentences.	Control of interrogative sentences.	

## Appendix A (cont)

### SENTENCES

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2
<b>Final particles</b>	Use of 'ma' (question) e.g. 他是老师吗?		
	Use of 'ne' (response to expectation) e.g. 我喝茶, 你呢?		

## **Appendix B**

### **Explanation of terms**

Within the arrangements for assessment at different levels, reference is made to a number of different conditions for the production of evidence of candidates' performances. This Appendix defines the key categories. It should be regarded as a further point of reference to supplement the information provided within course and unit specifications.

#### ***1. Supported Writing***

The concept of supported writing is that candidates are able to access a number of types of support while undertaking a writing task, whether or not that task is then subject to assessment. By this means, candidates are encouraged to redraft work and therefore both to produce a final product which is likely to be polished and to acquire the habit of reflection and critical awareness which is a feature of effective development of this skill.

The teacher/lecturer will discuss the task in general terms with all candidates as part of the learning/teaching process. The candidates will do the writing task under controlled conditions. At an appropriate point thereafter, the teacher/lecturer will discuss with the candidate what s/he has written, focusing on general comments such as presentation of content, points of grammar and range of vocabulary and structure (if such is necessary to improve the quality of the writing). The comments should not be 'corrections' of the candidate's work, in that no correct forms should be indicated orally or in writing. However, the general comments may be indicated in writing in the margins. Samples of annotated candidate draft will form part of the National Assessment Bank support materials.

Candidates will then be given an opportunity to redraft on one occasion. The final version should also be produced in controlled conditions, but with reference to a dictionary only, not to the original draft. Normally, the redrafting should occur within a maximum of one week of the candidate producing the original draft, in order for the candidate to gain maximum benefit from the learning/teaching process. If the final version still does not meet the performance criteria for a pass, the process of teacher/lecturer comment and candidate redraft may be repeated. All versions must be kept.

For evidence, the centre should normally retain the original drafts, with teacher/lecturer comments and the final version. Note that redrafting is not obligatory if the initial piece of work is deemed an immediate pass.

#### ***2. Directed Writing***

Directed writing is the name which has been given to some writing tasks. It should be understood as meaning simply that the content of the candidate's writing is to be directed towards specified headings or to the inclusion of certain points of information. Thus, while the task may allow the candidate to introduce content of her/his choosing, some elements will be predetermined by the nature of the task. This does not necessarily mean a close prescription of what is to be written.

#### ***3. Template***

The most directed type of writing is that which is to be written to a template. Often, the template (eg in the form of a letter) will require short phrases to be inserted by the candidate, though at other times the inserts may be of a longer and/or more complex nature. This type of directed writing is mostly, though not exclusively, to be found in the Language in Work units.



#### ***4. Controlled conditions***

By this is meant the completion of tasks or assessments within the presenting centre and under the supervision of the teacher/lecturer, without examination conditions having to be imposed. It is expected, however, that the candidates will complete the work on their own without reference to fellow candidates or the teacher/lecturer, unless the nature of the task (eg interactional) makes that necessary.

#### ***5. Reference material***

At Advanced Higher, the use of relevant reference material is permitted in the production of the internally assessed piece of writing in the target language. By this is meant text(s) and/or other primary sources studied (eg newspaper articles, business reports, promotional materials). The use of secondary sources related to them (eg critical commentaries, teaching notes, previous drafts) is not permitted.

#### ***6. Teaching block/period***

This refers to the block of time available for work at any one time. The length may range from 30 minutes in some schools to 2 hours 30 minutes in some colleges of further education. The length of time provided for candidates to undertake an assessment task should be neither artificially shortened nor prolonged. For example, if it is estimated that a task would take 50 minutes when the school's timetable is organised in 30-minute blocks, it would be necessary for the task to be completed within a double rather than a single period. At the other extreme, the availability of an extended period of time should not lead to the task being unnecessarily prolonged.