

## National Unit Specification: general information

<b>UNIT</b>	Accelerated Language – Beginners (Intermediate 1)	
<b>NUMBER</b>	D588 10	French
	D589 10	German
	D590 10	Italian
	D591 10	Russian
	D592 10	Spanish

This is a free-standing unit; it is **not** a component of the Modern Languages course at Intermediate 1.

### SUMMARY

This unit aims to provide basic language skills in the target language to establish social relations, exchange simple personal information, transact simple everyday tasks to obtain and provide basic goods, services and information when travelling abroad or when dealing with visitors to the UK, and to interpret simple spoken and written material for information in personal and travel contexts.

### OUTCOMES

- 1 Exchange personal information with speakers of the target language.
- 2 Obtain or provide goods, services and information.
- 3 Demonstrate understanding of simple language spoken or recorded on cassette.
- 4 Demonstrate understanding of simple written texts.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

<b>Superclass:</b>	FK
<b>Publication date:</b>	March 2001
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<b>Version:</b>	04

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

**UNIT** Accelerated Language – Beginners (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1

### **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 *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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

### **UNIT Accelerated Language – Beginners (Intermediate 1)**

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

Content relates primarily to Personal Language and Transactional Language topics as specified in Appendix 1.1 and 1.2.

#### **NOTE ON COVERAGE OF THEMES AND TOPICS**

Evidence that the candidate has reached the required level to pass a unit will be generated by the completion of tasks and activities related to the specified outcomes. For each level, a number of prescribed themes and topics have been elaborated and it is by using language within the context of these themes and topics that candidates will display their level of performance. An assessment instrument used by a centre to show that the candidate has reached the level of the unit may be devised by the centre according to set criteria or may be drawn from the National Assessment Bank. Such an instrument may cover only one of the prescribed themes. If a candidate gains a pass no other proof of attainment of the outcome with respect to other themes is necessary.

The justification of such an approach to gathering evidence of candidate performance lies in the nature of language development. The prescribed themes and topics provide the language contexts within which learners develop and then display their level of competence in the various skills of language use. As has been indicated elsewhere, it is not the context itself which defines a candidate's level of competence. The same topic can provide the context for levels of overall competence ranging from the near beginner to the native speaker. It is the level of performance in component competences - grammatical, socio-linguistic, cultural, strategic, discourse-related - which distinguish: a candidate operating at a certain level within one context (ie prescribed theme or topic) will be able to operate at the same level within another context. He or she may have to look up more words in a dictionary, or ask the interlocutor for help (both strategic competence-related activities) but the level of language used will be the same. Thus it is not necessary to require candidates to prove that they have reached the level of competence of the unit in each of the prescribed themes. Once they have reached it in one, they have proved their ability. All that remains is to extend their coverage. Of course, many candidates will have to work through all the prescribed themes as they improve towards the level of the unit and so early attempts at achieving the outcomes may not be successful.

The grade descriptions therefore may be regarded as context free. But at the lower levels the context is still important because the notion of recycling and transferring of language competence may not have been sufficiently developed.

The performance criteria for a pass for each skill should be interpreted, where appropriate, as being the same as the Grade C description in the course specification.

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

### **UNIT Accelerated Language – Beginners (Intermediate 1)**

#### **OUTCOME 1**

Exchange personal information with speakers of the target language.

##### **Performance criteria**

- (a) Uses appropriate forms of address, greeting and leave-taking, clearly and accurately.
- (b) Provides and requests comments and information which are relevant and clear.
- (c) Uses language which is sufficiently accurate to be understood by a sympathetic speaker of the target language despite inaccuracies and possible mother-tongue interference.

##### **Evidence requirements**

A performance of oral work in the target language which demonstrates that the candidate can fulfil the performance criteria.

Evidence may derive from simulation/role-play and conversation with the teacher/lecturer/trainer/language assistant or from naturally occurring situations.

Evidence need not be recorded on cassette.

Activities undertaken in the normal course of learning and teaching which meet the necessary performance criteria can be recorded on an assessment checklist on an ongoing basis and counted towards completion of the outcomes and unit. Copies or records of the content of such activities should be retained for the purposes of moderation.

#### **OUTCOME 2**

Obtain or provide goods, services and information.

##### **Performance criteria**

- (a) Uses appropriate forms of address, greeting and leave-taking, clearly and accurately.
- (b) Makes relevant requests for and/or responds to requests for goods, services and information in a clear and relevant manner.
- (c) Uses language which is sufficiently accurate to be understood by a sympathetic speaker of the target language despite inaccuracies and possible mother-tongue interference.
- (d) Exchanges information which is sufficient for the desired services to be obtained and/or provided.

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

### **UNIT Accelerated Language – Beginners (Intermediate 1)**

#### **Evidence requirements**

Performance of oral work in the target language which demonstrates that the candidate can fulfil the performance criteria.

Evidence may derive from simulation/role-play and conversation with the teacher/lecturer/trainer/language assistant or from naturally occurring situations.

Evidence need not be recorded on cassette.

Activities undertaken in the normal course of learning and teaching which meet the necessary performance criteria can be recorded on an assessment checklist on an ongoing basis and counted towards completion of the outcomes and unit. Copies or records of the content of such activities should be retained for the purposes of moderation.

### **OUTCOME 3**

Demonstrate understanding of simple language spoken or recorded on cassette.

#### **Performance criterion**

Demonstrates understanding of the main content and detail of the text.

#### **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.

Activities undertaken in the normal course of learning and teaching which meet the necessary performance criteria can be recorded on an assessment checklist on an ongoing basis and counted towards completion of the outcomes and unit. Copies or records of the content of such activities should be retained for the purposes of moderation.

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

**UNIT** Accelerated Language – Beginners (Intermediate 1)

### **OUTCOME 4**

Demonstrate understanding of simple written texts.

#### **Performance criterion**

Demonstrates understanding of the main content and detail of the text.

#### **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.

Activities undertaken in the normal course of learning and teaching which meet the performance criterion can be recorded on an assessment checklist on an ongoing basis and counted towards completion of the outcomes and unit. Copies or records of the content of such activities should be retained for the purposes of moderation.

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

### **UNIT Accelerated Language – Beginners (Intermediate 1)**

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

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

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

Personal language.

Transactional language.

Topics – see Intermediate 1 Appendix 1.1 and 1.2.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

This unit is aimed at beginners wishing to acquire basic language skills to be able to:

- exchange outline personal information
- carry out simple transactions in order to obtain goods, services and/or information when travelling abroad in the country or countries where the target language is spoken
- interact with a visitor in the UK in order to provide goods, a simple service or simple information
- read simple textual material relating to personal information about others or short items of straightforward information encountered in written form when travelling, or preparing to travel abroad, such as extracts from brochures, advertisements, notices, timetables, menus, short informative letters from providers of services (eg tourist information offices, hotels, visitor attractions, business items)

The approach adopted should be generally based on the communicative approach to language teaching. Teaching should particularly focus on speaking and listening skills needed in exchanging simple information in a face-to-face situation. Teaching can include a variety of communicative activities relating to the topic areas such as:

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

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

Assessment procedures need not be overly formal. Activities undertaken in the normal course of learning and teaching which meet the performance criteria can be recorded on an assessment checklist on an ongoing basis and counted towards completion of the outcomes and unit. Copies or records of the content of such activities should, however, be retained for the purposes of moderation.

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

### **UNIT**      Accelerated Language – Beginners (Intermediate 1)

It is recommended that candidates be given such a checklist to enable them to gauge their own progress in achieving the assessment goals.

Centres may wish to draw up their own lists of objectives based on the list of topics given in Intermediate 1 Appendix 1.1 and 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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).