SCOTTISH
QUALIFICATIONS
AUTHORITY

MODERN LANGUAGES
Intermediate 1

Sixth edition – published October 2006

NOTE OF CHANGES TO ARRANGEMENTS
SIXTH EDITION PUBLISHED SEPTEMBER 2006

COURSE TITLE:	Modern Languages (Intermediate 1)
COURSE NUMBERS:	C059 10 French (Intermediate 1) C060 10 German (Intermediate 1) C061 10 Italian (Intermediate 1) C062 10 Russian (Intermediate 1) C063 10 Spanish (Intermediate 1)

National Course Specification

Course details:	No Change

National Unit Specification:

Unit: D338 10: Language in Work	The Unit has been amended to clarify the evidence requirements for Outcome 2 – Writing.
Note:	The Course and Unit specifications have been updated to reflect current information on SCQF and candidates with disabilities and/or additional support needs.

SCOTTISH QUALIFICATIONS AUTHORITY

National Course Specification

MODERN LANGUAGES (INTERMEDIATE 1)

COURSE NUMBER	C059 10	FRENCH	(Intermediate 1)
	C060 10	GERMAN	(Intermediate 1)
	C061 10	ITALIAN	(Intermediate 1)
	C062 10	RUSSIAN	(Intermediate 1)
	C063 10	SPANISH	(Intermediate 1)

COURSE STRUCTURE

The course consists of three mandatory Units, as follows:

D336 10	***French***	***Personal and Social Language (Int 1)***	***1 credit (40 hours)***
D462 10	***German***		
D468 10	***Italian***		
D474 10	***Russian***		
D480 10	***Spanish***		
D337 10	***French***	***Transactional Language (Int 1)***	***1 credit (40 hours)***
D463 10	***German***		
D469 10	***Italian***		
D475 10	***Russian***		
D481 10	***Spanish***		
D338 10	***French***	***Language in Work (Int 1)***	***1 credit (40 hours)***
D464 10	***German***		
D470 10	***Italian***		
D476 10	***Russian***		
D482 10	***Spanish***		

Administrative Information

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National Course Specification: general information (cont)

COURSE Modern Languages (Intermediate 1)

The three Units are available either as stand-alone Units or as components of the Intermediate 1 course. It is suggested that, when preparing candidates for the full course award, teachers and lecturers will prefer to teach more than one Unit concurrently, rather than complete one Unit before embarking on a second Unit. By working through the content of more than one Unit concurrently, with a pro-rata allocation of time to each, teachers and lecturers will be able to provide a varied diet of activity for candidates in the course of each teaching week. However, within this structure, timetabling arrangements in centres should still allow candidates who wish to study one Unit only to do so.

In common with all courses, this course includes 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, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

RECOMMENDED ENTRY

While entry to the course or Units is at the discretion of the centre, candidates will normally be expected to have attained:

- a minimum of two of the Access 3 Units in the appropriate language from the coherent group of Units
- Standard Grade in the appropriate language at grade 5 or 6
- or equivalent qualification

CREDIT VALUE

The Intermediate 1 Course in Modern Languages is allocated 24 SCQF credit points at SCQF level 4*

**SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates*

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CORE SKILLS

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

For information about the automatic certification of core skills for any individual Unit in this course, please refer to the general information section at the beginning of the Unit.

National Course Specification: course details

COURSE Modern Languages (Intermediate 1)

RATIONALE

Study of the course at Intermediate 1 offers candidates foreign language work at a fairly basic level in a variety of defined, real or realistic contexts and thus the opportunity to use foreign language skills meaningfully for a range of purposes. The structure of three 40-hour Units will allow teachers and lecturers to set the short-term targets which are appropriate at this level. Taking the course, however, will allow candidates to demonstrate that they are able to remember work completed some time previously and use and recognise familiar language in new, though predictable, contexts. It is envisaged that Intermediate 1 will provide an appropriate entry point to language study for many beginner candidates. They may never have studied a foreign language before (some returning adults, for example) or may have achieved only modest success after some years of study of a different language.

The key aim of the course at Intermediate 1 is to promote the acquisition and progressive development of basic communicative competence in a modern foreign language. 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 through the skills of Reading, Listening, Speaking and Writing. All candidates should also be encouraged to acquire some knowledge about language, or grammar, to underpin their skills development, as without it, the work in language would be a phrase-learning and parroting of sound exercise of no lasting or practical use to the candidates.

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 language works. 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 in basic communicative situations, thus helping candidates develop confidence in interacting with others.

COURSE CONTENT

Candidates seeking an Intermediate 1 course award must achieve all three Units and pass the external assessment. If the Units are studied on a stand-alone basis, successful completion of each Unit will lead to national certification. The additional benefits which a candidate will gain by taking the full Intermediate 1 course include the following:

- extra time for skill development
- extra time for the specific development of Writing in the target language
- additional exposure time to the target language in general
- opportUnities to recall previously learned language in context
- opportUnities to recycle previously learned language in different contexts

The content of the *Personal and Social Language* Unit and the *Transactional Language* Unit will vary in terms of the topic areas taught in each. The *Language in Work* Unit focuses on basic vocational or work-related contexts.

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 1)

It should be noted that all of the course content will be subject to sampling in the external assessment. The three 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 course content.

Appendices

For this level:
Appendix 1: Language content
Appendix 2: Summary of assessment procedures

For all levels:
Appendix A: Grammar content (productive)
Appendix B: Explanation of terms

French/German/Italian/Russian/Spanish: Personal and Social Language (Int 1)

This Unit aims to develop the candidate's competence in the use of language for social interaction in the skills of Speaking and Reading. The focus will be on personal language which will be studied in a number of defined situations and contexts.

French/German/Italian/Russian/Spanish: Transactional Language (Int 1)

This Unit aims to develop the candidate's competence in the use of language for everyday practical purposes in the country or countries where the language is spoken. The focus will be on transactional language which will be studied in a number of defined situations and contexts. The skills of Speaking and Listening will be developed through combining them in appropriate tasks.

French/German/Italian/Russian/Spanish: Language in Work (Int 1)

This Unit aims to develop the candidate's competence in the use of language for the productive skills of Speaking and Writing. The language covered in this Unit will focus on the context of work and employment of interest or direct relevance to the candidate, for example:

- travel, tourism, hospitality
- business, office

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 1)

The *Personal and Social Language* Unit and the *Transactional Language* Unit will emphasise progression in language competence in a variety of defined contexts, and the teaching will combine the skills in appropriate integrated tasks. The broad area covered in the Personal and Social Language Unit is the language of social interaction, in which candidates are encouraged to develop their competence in using and understanding personal language. In the Transactional Language Unit the focus will be on the development of competence in the use of language required in practical, everyday situations in the country or countries where the language is spoken.

The *Language in Work* Unit will seek to develop competence in the use of language in more adult contexts, such as the candidate might expect to encounter in the world of work. It would be desirable to relate the contexts of language teaching in this Unit as far as possible to the aspirations and expectations of individual candidates.

It should be noted that, although Writing is introduced as an assessable element in the *Language in Work* Unit, its use as a regular means of reinforcing learning in the classroom will be apparent in all three Units of the Intermediate 1 course.

On completion of the Intermediate 1 course, candidates will be able to engage confidently in the following activities in the target language:

- listen with understanding to simple texts, spoken naturally and relating to contexts with which the candidate is familiar
- give information about themselves to a speaker of the target language and ask and answer a number of questions
- read with understanding simple texts, containing a restricted range of structure, and relating to topics and contexts with which the candidate is familiar as outlined in Appendix 1
- undertake a straightforward writing task in order to produce a simple version of a CV

ASSESSMENT

To gain the award of the *Modern Languages (Intermediate 1)* Course, the candidate must pass all of the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 1)

DETAILS OF THE INSTRUMENTS OF ASSESSMENT

The assessment arrangements described below are mandatory. The course assessment will be by means of a combination of internal assessment (externally moderated) and external examination. The assessment will take the following form:

Oral Assessment: Speaking (2 minutes, 30 marks)

Conducted and assessed internally and audio-recorded for the purposes of external moderation.
The speaking task is as described in Outcome 1 of any of the component Units.

Note: The option to retest is open to centres in the case of candidates whose performance improves significantly between the end of the first Unit of the course completed and the submission of estimates and internal assessments to the SQA. Further information is contained in the support notes.

Paper I: Reading (45 minutes, 35 marks)

Read 4 short passages related to any of the prescribed themes and topics and answer questions in English to demonstrate understanding of key information. The texts will be contextually linked. A glossary may be provided and use of a dictionary is permitted.
Length: 2 passages × 40-50 words + 2 passages × 120-150 words.

Paper II: Listening (20 minutes, 20 marks)

Listen to approximately 10 short items related to any of the prescribed themes and topics and answer questions in English. Each item will be approximately 5-15 seconds in length and contextually linked. The material will normally be presented on audio tape by native speakers and will be heard twice. Use of a dictionary is not permitted.

Paper III: Writing (30 minutes, 15 marks)

Compile a simple personal profile, to include entries under the following headings:
name, date of birth, nationality, family, work/school subjects studied, leisure activities and interests. Use of a dictionary is permitted.

Summary

Total marks for external assessment: 100
Total time for external assessment: 1 hour 35 minutes (excluding Speaking).

Further information about assessment is contained in the Unit specifications in this document and in the National Assessment Bank. A summary of both the internal and external assessment arrangements is attached as Appendix 2.

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 1)

GRADE DESCRIPTIONS

The purpose of grade descriptions, as outlined below, is to assist teachers and lecturers who will have responsibility for preparing and assessing candidates and to assist those who will have responsibility for the setting of the external examinations, by providing a general indication of the level of performance required to achieve an award at C and A in each of the skill areas. The grade descriptions must be interpreted to take account of the level of language and the nature and content of the tasks expected at Intermediate 1. The grade descriptions, together with the information contained in the Appendices, will enable teachers and lecturers to gain a clear impression of the level of language and the nature and content of the tasks appropriate to Intermediate 1. With regard to the productive skills (Speaking and Writing), more detailed descriptions of performance, including categories, criteria and pegged marks, will be provided to assist centres in the assessment and grading of performances. These criteria may be supplemented by examples of candidate performance, as appropriate.

Note:

The bullet points shown in the following tables are no more than indicators of characteristics of performance at C and A. Candidates are not required to fulfil every one of the points.

Speaking

GRADE C	GRADE A
Manages simple, routine exchanges on familiar topics in predictable, everyday situations.	Manages simple, routine exchanges on familiar topics in predictable, everyday situations.
Content/Speaking	**Content/Speaking**
• asks and answers questions and exchanges information on familiar topics • handles very short social exchanges of information on matters relating to self and work and/or communicates in routine transactional tasks • generally shows accuracy appropriate to the level but may make some serious errors	• asks and answers questions and exchanges information on familiar topics in some detail • handles short social exchanges on matters relating to self and work with some confidence and/or communicates in routine transactional tasks • shows grammatical accuracy appropriate to the level but may make some errors
Understanding	**Understanding**
• understands what is said directly to him/her in clear, slow and repeated speech by a sympathetic speaker • help may be required, even if not requested	• understands most of what is said directly to him/her when clearly articulated • may ask occasionally for repetition/ clarification; may still require help

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 1)

Writing

GRADE C	GRADE A
With the help of a dictionary, produces simple text in the target language, to produce a CV. Topic areas and situations are familiar and rehearsed. • conveys a satisfactory proportion of the information in the target language with sufficient accuracy as appropriate to this level to achieve communication	With the help of a dictionary, produces simple text in the target language, to produce a CV. Topic areas and situations are familiar and rehearsed. • conveys a high proportion of all information accurately in the target language as appropriate to this level to achieve communication

Reading

GRADE C	GRADE A
With the help of a dictionary, obtains factual information, with a satisfactory level of detail and accuracy, from short texts likely to be encountered in personal, transactional or vocational situations, related to the prescribed themes. • extracts and understands essential information from texts • understands a satisfactory proportion of points of detail	With the help of a dictionary, obtains factual information, with a high level of detail and accuracy, from short texts likely to be encountered in personal, transactional or vocational situations, related to the prescribed themes. • extracts and understands essential information from texts • understands a high proportion of points of detail

Listening

GRADE C	GRADE A
Listens to short texts in the target language on subjects related to the prescribed themes, and obtains factual information with satisfactory level of detail and accuracy. • extracts and understands essential information from texts • understands a satisfactory proportion of points of detail	Listens to short texts in the target language on subjects related to the prescribed themes, and obtains factual information with high level of detail and accuracy. • extracts and understands essential information from texts • understands a high proportion of points of detail

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 1)

APPROACHES TO LEARNING AND TEACHING

The purpose of this course is to develop, at a basic level, the candidate's competence in the four skills of Speaking, Writing, Reading and Listening, and to extend their knowledge about language.

The primary objective is the development of communicative competence and confidence in the candidates by the promotion of real language in real use, enabling the language learner, above all, to speak, listen and read in real-life situations. The introduction of Writing as an assessable element at this level will enable teachers and lecturers to focus on the level of accuracy and grammatical awareness necessary to communicate in Writing even at a basic level and within clearly defined contexts. The main points of grammar with which candidates should become familiar at this level are contained in Appendix A.

Writing in the target language is seen as a communicative skill which may be needed even at this elementary level. However, it should be borne in mind that Writing is not only a difficult skill to acquire but is also the skill least likely to be used by candidates in real-life situations. For this reason, teachers and lecturers should be careful not to over-emphasise Writing in the day-to-day teaching of the candidates. The use of the target language in the classroom should continue to be seen as of prime importance, so that candidates are exposed to the target language to the maximum extent possible. The weighting of the marks allocated to the different parts of the external assessment reflects the relative importance of the different skills for learners at this stage.

The prescribed themes and topics at Intermediate 1 provide the focus for a range of activities which develop the four skills of Speaking, Writing, Reading and Listening in a variety of combinations for different uses. They also provide a context for work aimed at developing the candidate's knowledge of the structure/grammar of the language.

Language development will be encouraged in the following ways:

Language use – Speaking, Writing:

- by the initial development of the candidate's ability to exchange orally factual information in the target language, relating to personal, social and vocational interests
- by developing the candidate's ability to exchange such information in writing, within the contexts of the *Language in Work* Unit

Language use – Reading, Listening:

- by the initial development of the candidate's ability to read texts in the target language and to understand basic factual information relating to personal, social and vocational interests
- by the initial development of the candidate's ability to listen to the target language and to understand basic factual information relating to personal, social and vocational interests

Knowledge about language:

- by the initial development of the candidate's awareness of key aspects of grammatical structure

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 1)

Candidates with special educational needs

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs and normal mode or medium of communication (eg use of augmentative communication devices, use of Braille) should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary, eg by providing a verbal description as an alternative to graphic material for blind candidates; by allowing the use of textphone, typetext or minicom for real-time communication.

The additional 40 hours

The structure of Intermediate 1 provides for an allocation of 40 hours, in addition to the time allocation for each Unit, giving a total time for the course of 160 hours. It is suggested that, at this level, the additional 40 hours might be used to provide added value in the following ways:

Induction:

- general overview of the objectives and content of the course
- introduction to the ways of working on the course
- explanation of the form and content of the assessment arrangements

Extending the range of learning and teaching approaches:

- use of group, paired and individualised learning approaches
- use of media and Information Technology

Remediation, consolidation and extension:

- revising, recycling language as appropriate to meet the needs of all candidates
- extending/innovating as appropriate for higher attaining (potential Intermediate 2) candidates, with emphasis on writing
- introducing language in new situations within familiar topic areas
- providing further opportUnities for the development of skills
- providing greater exposure to aspects relating to the background, culture and civilisation of the country or countries in which the target language is spoken

Preparation for external assessment:

- preparing for course assessment elements, particularly for writing
- taking a retest in Speaking if appropriate

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

SCOTTISH QUALIFICATIONS AUTHORITY

National Unit Specification: general information

UNIT Personal and Social Language (Intermediate 1)

NUMBER

D336 10	French
D462 10	German
D468 10	Italian
D474 10	Russian
D480 10	Spanish

COURSE Modern Languages (Intermediate 1)

This is a component Unit of Intermediate 1 Modern Languages.

SUMMARY

This Unit aims to develop the candidate's competence in the use of language for social interaction. Thus, the focus will be on personal language, which will be learned in a number of defined situations and contexts.

OUTCOMES

1 Convey and request information orally in the target language.
2 Demonstrate understanding of simple texts written in the target language on familiar topics.

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National Unit Specification: general information (cont)

UNIT Personal and Social Language (Intermediate 1)

RECOMMENDED ENTRY

While entry to the Unit is at the discretion of the centre, candidates would normally be expected to have attained:

- a minimum of two Units of the Access 3 coherent group of Units in the appropriate language
- Standard Grade in the appropriate language at grade 5 or 6
- or equivalent qualification

For certain beginner candidates, Intermediate 1 may be deemed the most suitable point of entry to the study of a foreign language.

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*)

**SCQF credit points are used to allocate credits to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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 and Social Language (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 to the prescribed themes and topics outlined in Appendix 1.1.

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. However, the centre should retain evidence (eg teaching notes, texts, plans, records of work, candidate notes), which can indicate that, by the end of the Unit, all prescribed themes have been covered by the candidate.

The justification for 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. 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 are 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 Personal and Social Language (Intermediate 1)

OUTCOME 1

Convey and request information orally in the target language.

Performance criteria

(a) Uses forms of address appropriate to the context, including conventional greetings/leave-takings.
(b) Understands and responds to comments and requests for information.
(c) Provides and requests relevant information clearly.
(d) Communicates effectively, using a limited range of structure and vocabulary, with sufficient accuracy appropriate to this level to ensure comprehension by a sympathetic speaker of the target language.
(e) Demonstrates accent and intonation comprehensible to a sympathetic speaker of the target language.

Evidence requirements

A face-to-face conversation/simulation/role-play of approximately 2 minutes with the lecturer/teacher/foreign language assistant.

The performance will require the candidate to make statements, ask questions and use conventional greetings/leave-takings.

(NB For candidates undertaking the course, achievement of Outcome 1 in this Unit will satisfy the evidence requirements for Outcome 1 of either of the other Units. Similarly, achievement of Outcome 1 in either of the other two Units will satisfy the evidence requirements for Outcome 1 in this Unit. Audio recording of performance will be required in the Unit which contributes the mark for the course.)

OUTCOME 2

Demonstrate understanding of simple texts written in the target language on familiar topics.

Performance criterion

Demonstrate understanding of the main content and specific points of detail in the text.

Evidence requirements

Written work in English, or other appropriate evidence, demonstrating understanding of text of approximately 150-200 words written in the target language. A glossary of terms likely to prove difficult may be provided at the end of the reading text.

The task will be carried out under controlled conditions as outlined in Appendix B, normally within one continuous teaching block/period. Use of a dictionary is permitted.

National Unit Specification: support notes

UNIT Personal and Social Language (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

The purpose of the Unit is to enable candidates to communicate with confidence in the target language at a basic level, involving the exchange of information of a personal and social nature. For further information on the content and contexts within which this communication will take place, please see Appendix 1.1.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Oral communication (Outcome 1)

The candidate will be required to engage in a short conversation/simulation/role-play about her/himself relating to personal information and the following topic areas: self, family, home area, leisure interests, school/college. This will encourage the development of the candidate's ability to interact meaningfully with another person in oral communication.

Reading (Outcome 2)

The sources for the texts may include personal correspondence and short magazine or newspaper articles. For the purpose of Unit assessment, candidates will be required to demonstrate comprehension of the main points of factual information by undertaking tasks such as the following:

- choosing the correct multiple-choice option
- responding in English to questions in English
- completing grids

A variety of these tasks should be used in the internal assessment of reading. A glossary of terms likely to prove difficult may be provided at the end of the text. Use of a dictionary is also permitted.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

SCOTTISH QUALIFICATIONS AUTHORITY

National Unit Specification: general information

UNIT Transactional Language (Intermediate 1)

NUMBER

D337 10	French
D463 10	German
D469 10	Italian
D475 10	Russian
D481 10	Spanish

COURSE Modern Languages (Intermediate 1)

This is a component Unit of Intermediate 1 Modern Languages.

SUMMARY

This Unit aims to develop competence in the use of language for everyday practical purposes in the country or countries where the language is spoken. Thus, the focus will be on transactional language, which will be studied in a number of defined situations and contexts.

OUTCOMES

1 Convey and request information orally in the target language.
2 Demonstrate understanding of information provided in the target language in spoken form.

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National Unit Specification: general information (cont)

UNIT Transactional Language (Intermediate 1)

RECOMMENDED ENTRY

While entry to the Unit is at the discretion of the centre, candidates would normally be expected to have attained:

- a minimum of two Units of the Access 3 coherent group of Units in the appropriate language
- Standard Grade in the appropriate language at grade 5 or 6
- or equivalent qualification

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*)

**SCQF credit points are used to allocate credits to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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 (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 to the prescribed theme and topics as detailed in Appendix 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. However, the centre should retain evidence (eg teaching notes, texts, plans, records of work, candidate notes), which can indicate that, by the end of the Unit, all prescribed themes have been covered by the candidate.

The justification for 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. 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 are 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 Transactional Language (Intermediate 1)

OUTCOME 1

Convey and request information orally in the target language.

Performance criteria

(f) Uses forms of address appropriate to the context, including conventional greetings/leave-takings.
(g) Understands and responds to comments and requests for information.
(h) Provides and requests relevant information clearly.
(i) Communicates effectively, using a limited range of structure and vocabulary, with sufficient accuracy appropriate to this level to ensure comprehension by a sympathetic speaker of the target language.
(j) Demonstrates accent and intonation comprehensible to a sympathetic speaker of the target language.

Evidence requirements

A face-to-face conversation/simulation/role-play of approximately 2 minutes with the lecturer/teacher/foreign language assistant.

The performance will require the candidate to make statements, ask questions and use conventional greetings/leave-takings.

(NB For candidates undertaking the course, achievement of Outcome 1 in this Unit will satisfy the evidence requirements for Outcome 1 of either of the other Units. Similarly, achievement of Outcome 1 in either of the other two Units will satisfy the evidence requirements for Outcome 1 in this Unit. Audio recording of performance will be required in the Unit which contributes the mark for the course.)

OUTCOME 2

Demonstrate understanding of information provided in the target language in spoken form.

Performance criterion

Understands points of information from short extracts spoken in the target language and relating to the themes/topics studied.

Evidence requirements

Written work in English, or other appropriate evidence, demonstrating understanding of the main content/detail of 8 items each of 5-15 seconds' length and heard up to 3 times.

The task will be done under controlled conditions as specified in Appendix B, normally within one continuous teaching block/period. Use of a dictionary is not permitted.

National Unit Specification: support notes

UNIT Transactional Language (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

The purpose of the Unit is to enable candidates to communicate with confidence in the target language at a basic level, in the context of everyday transactional situations. For further information on the content and contexts within which this communication will take place, please see Appendix 1.2.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Oral communication (Outcome 1)

The candidate will take part in a conversation/simulation/role-play which demonstrates his/her ability to understand the target language and respond using the target language necessary to obtain goods and services in the topic areas prescribed for this Unit such as tourist information, shopping/café-restaurant, finding accommodation.

Listening (Outcome 2)

The texts will consist of approximately 8 short extracts relating to the theme and topics of the Transactional Language Unit. Candidates will be required to demonstrate comprehension of the main points of factual information contained in the texts, by undertaking tasks such as the following:

- choosing the correct multiple-choice option
- responding in English to questions in English
- completing grids

A variety of these tasks should be used in the internal assessment of listening. Use of a dictionary is not permitted.

National Unit Specification: support notes (cont)

UNIT Transactional Language (Intermediate 1)

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

SCOTTISH QUALIFICATIONS AUTHORITY

National Unit Specification: general information

UNIT Language in Work (Intermediate 1)

NUMBER

D338 10	French
D464 10	German
D470 10	Italian
D476 10	Russian
D482 10	Spanish

COURSE Modern Languages (Intermediate 1)

This is a component Unit of Intermediate 1 Modern Languages.

SUMMARY

This Unit aims to develop competence across the four skills of Listening, Speaking, Reading and Writing. The skills will be developed through interactive, productive, receptive and mediating language activities in contexts which candidates may meet outside the educational domain. For this reason, the language covered in this Unit will focus on the context of work and employment of interest or direct relevance to the candidate, for example:

- travel, tourism, hospitality
- business, office

The skill of Writing, already encouraged through the learning and teaching in the *Personal and Social Language* and *Transactional Language* Units, is introduced as an assessable element for the first time in this Unit. The formats to be used for the development of this skill will encourage candidates to produce Writing which is short but accurate, within the constraints of the topics, vocabulary and knowledge of grammatical structure with which they are familiar.

Language taught in the other two Units of the Intermediate 1 course may be recycled in the new contexts of this Unit.

Administrative Information

Superclass: FK

Publication date: October 2006

Source: Scottish Qualifications Authority

Version: 05

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Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit specification is £2.50 (minimum order £5).

National Unit Specification: general information (cont)

UNIT Language in Work (Intermediate 1)

OUTCOMES

1 Convey and request information orally in the target language.
2 Convey simple, factual information in writing in the target language.

RECOMMENDED ENTRY

While entry to the Unit is at the discretion of the centre, candidates would normally be expected to have attained:

- a minimum of two Units of the Access 3 coherent group of Units in the appropriate language
- Standard Grade in the appropriate language at grade 5 or 6
- or equivalent qualification

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*)

**SCQF credit points are used to allocate credits to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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 (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 to the prescribed theme and topics outlined in Appendix 1.3.

NOTE ON COVERAGE OF THEME 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 is necessary. The centre should, however, retain evidence (eg teaching notes, texts, plans, records of work, candidate notes).

The justification for 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. 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 are 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 Language in Work (Intermediate 1)

OUTCOME 1

Convey and request information orally in the target language.

Performance criteria

(k) Uses forms of address appropriate to the context, including conventional greetings/leave-takings.
(l) Understands and responds to comments and requests for information.
(m) Provides and requests relevant information clearly.
(n) Communicates effectively, using a limited range of structure and vocabulary, with sufficient accuracy appropriate to this level to ensure comprehension by a sympathetic speaker of the target language.
(o) Demonstrates accent and intonation comprehensible to a sympathetic speaker of the target language.

Evidence requirements

A face-to-face conversation/simulation/role-play of approximately 2 minutes with the lecturer/teacher/foreign language assistant.

The performance will require the candidate to make statements, ask questions and use conventional greetings/leave-takings.

(NB For candidates undertaking the course, achievement of Outcome 1 in this Unit will satisfy the evidence requirements for Outcome 1 of either of the other Units. Similarly, achievement of Outcome 1 in either of the other two Units will satisfy the evidence requirements for Outcome 1 in this Unit. Audio recording of performance will be required in the Unit which contributes the mark for the course.)

OUTCOME 2

Convey simple, factual information in writing in the target language.

Performance criteria

(a) Conveys simple, factual information in appropriate formats.
(b) Register, syntax, spelling and grammar are sufficiently accurate, as appropriate to this level, to convey meaning.
(c) Language used is drawn from relevant sources and deployed appropriately.

Evidence requirements

A short piece of text in the target language in response to a stimulus scenario in English requesting 3-4 pieces of information.

The Writing will be supported and produced under controlled conditions as defined in Appendix B. The first draft and any necessary redraft will each normally be produced within one teaching block/period. Use of a dictionary is permitted.

Both the original draft including teacher/lecturer comments and final version must be retained by the centre.

National Unit Specification: support notes

UNIT Language in Work (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

The purpose of the Unit is to enable candidates to communicate with confidence in the target language at a basic level in a vocational or work-related context which is of interest or relevance to the candidate. The language activities will involve the exchange of information related to the chosen context and the ability to read simple documents and compose short items of correspondence and simple messages. For further information on the content and contexts within which this communication will take place, please see Appendix 1.3.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Oral communication (Outcome 1)

The task will involve: greeting; responding to comments (eg about the weather, health) and requests for information; making requests for information. This assessment will involve a one-to-one conversation/simulation/role play with the teacher/lecturer/foreign language assistant.

Writing (Outcome 2)

The candidate writes a response to a stimulus scenario in English requesting 3-4 pieces of information. The scenario is provided and has a local focus.

The writing task is supported by the teacher/lecturer preparing the task with the candidate. After a first attempt the teacher/lecturer will draw the candidate's attention to areas of the text which are unsatisfactory. Feedback will be given to the candidate as to the elements of the language structure which should be redrafted prior to submitting the final version.

This task will be undertaken under controlled conditions as specified in Appendix B.

Use of a dictionary is permitted.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).
For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

Appendices

Language Content **Appendix 1.1**

Unit Personal and Social Language (Int 1) – 40 hours

THEMES	TOPICS	TOPIC DEVELOPMENT
Lifestyles	Personal identification	• self • family, friends, colleagues
	House and home environment	• accommodation • personal belongings • region/amenities • daily routine
Education and work	Free time	• leisure activities/interests • television • social events/invitations • weather
	Daily routine at work/school/college	• classroom language/objects • subjects studied • time

Language Content **Appendix 1.2**

Unit Transactional Language (Int 1) – 40 hours

THEME	TOPICS	TOPIC DEVELOPMENT
The Wider World	Travel	• numbers/prices/tickets • time • methods of transport • directions • buildings • tourist information office
	Accommodation	• hotels/hostels/campsites, etc • days/dates
	Shopping	• numbers, prices • food and drink • souvenirs
	Eating out	• restaurants, cafés • menus

Language Content Appendix 1.3

Unit Language in Work (Int 1) – 40 hours

THEME	TOPICS	TOPIC DEVELOPMENT
The World of Work	working with tourists/visitors from abroad with regard to: • shopping • café/restaurant • hotel/bed and breakfast/ hostel/campsite • office • tourist information office • place of other personal employment	• numbers/prices • money • food and drink • souvenirs/gifts • places in town/region • directions • name/age/nationality • leisure facilities • time/days

Summary of Assessment Procedures Appendix 2

NB This grid should be read in conjunction with the course and Unit details

INTERNAL

UNIT Personal and Social Language	O1: S O2: R	Conversation/simulation/role play; approximately 2 minutes; questions, statements plus conventional greetings, etc 1 text 150-200 words
UNIT Transactional Language	O1: S O2: L	Conversation/simulation/role play; approximately 2 minutes; questions, statements plus conventional greetings, etc c. 8 items, 5-15 secs; played up to three times.
UNIT Language in Work	O1: S O2: W	Conversation/simulation/role play; approximately 2 minutes; questions, statements plus conventional greetings, etc Letter responding to 3-4 requests, local focus

EXTERNAL

Speaking	30%	As for Outcome 1 in any one of the component Units, marked out of 30
Listening	20%	Approx. 10 items, 5-15 secs, played twice (approx. 20 minutes)
Reading	35%	2 texts 40-50 words; 2 texts 120-150 words (45 minutes)
Writing	15%	Personal Profile – fill in form to specific headings (30 minutes)

APPENDIX A Grammar Grid (Productive)

VERBS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
Person	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.	
Time	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: • present • immediate future (or future) • completed past • continuous past	Future Pluperfect (or equivalent)	Other past tenses
Mood/ modality	Notions of volition (*would like to…*); being able to; imperatives (*must do something…)* as learned in common phrases.	Some manipulation of verbal forms.	Control of modal verbs in common tenses. **(Verbs) expressing beliefs, opinions.** Conditional tense or equivalent.	(Verbs) expressing feelings, hopes. Reporting others' views, speech.	Modals in less common tenses. Subjunctive forms.
Commands	Common singular/plural commands.	Command rules for common irregular/regular verbs.			

Appendix A (cont)

NOUNS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
Gender		Notion of gender; most common words remembered.	Some conventions of gender, individual nouns showing increasing accuracy.		
Number	Singular/plural indicated by noun, or article or number or ending for common words.	Common irregular plurals.	Rules of plural forms.		
Case		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

Subject/ Object	(See person of verb above.) If relevant, able to distinguish *I/you/we/one* as subject or object.	Subject and direct object pronouns (all).	Indirect object pronouns (as relevant in the language).		
Reflexive		Common reflexive verbal forms with pronouns as learned phrases.	Reflexives with common verbs in appropriate tenses.		
Emphatic	First/second person.		All persons.		
Relative				Common relative pronouns, in different cases as relevant.	Less common relative pronouns.
Position		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
Rules of agreement		Notion of agreement and common forms – regular plus some irregular.	Increasing irregular forms or ending rules for case as relevant. →		
Rules of position		Notion of position of adjectives.	Rules of position. →		
Possessives	*My/Your.*	Indication of possessive for all persons.	Agreements as appropriate. →		
Comparative/ Superlative	Indication of comparative. →		Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives. →	

ADVERBS

Rules of order			Notion (where relevant) of rules of order. →		
Comparative/ Superlative	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.

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.