SCOTTISH QUALIFICATIONS AUTHORITY

MODERN LANGUAGES
Intermediate 2

Fifth edition – published March 2004

SCOTTISH QUALIFICATIONS AUTHORITY

NOTE OF CHANGES TO ARRANGEMENTS
FIFTH EDITION PUBLISHED MARCH 2004

COURSE TITLE: Modern Languages (Intermediate 2)

COURSE NUMBERS:
C059 11 French (Intermediate 2)
C060 11 German (Intermediate 2)
C061 11 Italian (Intermediate 2)
C062 11 Russian (Intermediate 2)
C063 11 Spanish (Intermediate 2)

National Course Specification

Course details: Change to reflect the addition of a further optional unit

National Unit Specifications:

Unit details: *Extended Reading/Viewing* optional unit now added to allow a hierarchy between Intermediate 2, Higher and Advanced Higher levels

SCOTTISH QUALIFICATIONS AUTHORITY

National Course Specification

MODERN LANGUAGES (INTERMEDIATE 2)

COURSE NUMBER	C059 11	FRENCH	(Intermediate 2)
	C060 11	GERMAN	(Intermediate 2)
	C061 11	ITALIAN	(Intermediate 2)
	C062 11	RUSSIAN	(Intermediate 2)
	C063 11	SPANISH	(Intermediate 2)

COURSE STRUCTURE

The course consists of two units, one mandatory unit and one optional unit, as follows:

Mandatory unit

D339 11	***French***	***Language (Int 2)***	***2 credits (80 hours)***
D465 11	***German***		
D471 11	***Italian***		
D477 11	***Russian***		
D483 11	***Spanish***		

Optional units

One of the following optional units must also be achieved:

D340 11	***French***	***Personal Communication (Int 2)***	***1 credit (40 hours)***
D466 11	***German***		
D472 11	***Italian***		
D478 11	***Russian***		
D484 11	***Spanish***		

D338 11	***French***	***Language in Work (Int 2)***	***1 credit (40 hours)***
D464 11	***German***		
D470 11	***Italian***		
D476 11	***Russian***		
D482 11	***Spanish***		

Administrative Information

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National Course Specification: general information (cont)

COURSE Modern Languages (Intermediate 2)

D342 11	***French***	***Extended Reading/Viewing(Int 2)***	***1 credit (40 hours)***
D467 11	***German***		
D473 11	***Italian***		
D479 11	***Russian***		
D485 11	***Spanish***		

All units are available either as stand-alone units or as components of the Intermediate 2 course. It is suggested that, when preparing candidates for the full course award, teachers and lecturers will prefer to teach both units concurrently, rather than complete the 80-hour unit before embarking on the 40-hour unit. By working through the content of both units 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:

- Intermediate 1 in the appropriate language or its component units
- Standard Grade in the appropriate language at grade 3 or 4
- or equivalent qualification

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.

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

National Course Specification: course details

COURSE Modern Languages (Intermediate 2)

RATIONALE

The course at Intermediate 2 is to be considered as having two kinds of rationale. Principally, achievement of the course will allow the candidate to demonstrate that s/he has reached a worthwhile level of competence in the foreign language, being able to function competently in a fairly broad, but defined, range of personal and/or work-related contexts. In so doing, they will learn to use language at a level beyond that expected of a beginner and be able to use and understand known language in an increasing number of new situations.

However, the course may also provide a bridge between the beginnings of foreign language study (eg Standard Grade Foundation or General; Intermediate 1 Accelerated Beginners' Unit; Intermediate 1 course) and a threshold level of competence at which candidates can operate more independently. It has therefore been designed as a stepping-stone to Higher, requiring candidates to operate within the same language contexts, introducing them to some higher-order skills and, in some cases, involving the completion of similar tasks.

The key aim of the course is to promote the progressive development of communicative competence in a modern foreign language. 'Communicative competence' must not be erroneously defined. Candidates should be made aware that developing communicative competence entails the development of a number of language competences, which, when brought together in language activities, allow them to use and understand language flexibly, in unpredictable situations and for a range of purposes. 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/their customs and ways of life.

The course consists of two units, one of 80 hours designed to develop the relevant skills and competences within the context of three broad themes: lifestyles; education and work; and the wider world. The other unit offers candidates a choice of three options which may reflect their potential future language use or course of study or particular set of interests. Two of the options, Extended Reading/Viewing and Personal Communication, focus specifically in writing views and opinions based on extended reading as the language resource on which candidates can draw. The other option focuses on the productive, interactive or mediating uses of language which are often required in work-related contexts, though that productive work also requires the candidate to read and understand relevant textual material. It is anticipated that, in the first instance, centres may wish to direct candidates' choice, taking account of teaching expertise and available resources. Candidates must complete the Language unit and one of the optional units in order to gain the course award.

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 confidence in interacting with others and in the ability to cope successfully with unfamiliar situations.

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 2)

COURSE CONTENT

Candidates seeking an Intermediate 2 course award must achieve the 80-hour unit and one of the three 40-hour 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 2 course include the following:

- extra time for skill development, particularly in relation to the productive skills of speaking and writing
- additional exposure to the target language
- opportunities to recall previously learned language in context
- opportunities to recycle previously learned language in different contexts

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: Language (Int 2)

This unit aims to develop all language skills for use in a range of purposes. Contexts for this language work are defined in three broad themes :

- lifestyles
- education and work
- the wider world

The themes are subdivided into related topics. The themes and topics are shown in Appendix 1. The list of themes and topics must be treated as prescriptive, but centres will have the flexibility to develop the topics in ways which interest their candidates or are more relevant to their particular circumstances. Some suggestions on ways in which the topics might be developed are also given in Appendix 1.

French/German/Italian/Russian/Spanish: Extended Reading/Viewing or Personal Communication or ***Language in Work (Int 2)***

Three broad areas of study are available, of which candidates will study one. The selection of options may be made by centres and will take account of staff expertise, candidate interests and available resources.

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 2)

ASSESSMENT

To gain the award for the course, the candidate must pass both component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award. When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This achievement may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Fuller details are given in the SQA publication *Guidance on Generating Evidence for National Course Estimates and Assessment Appeals*

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 (5-7 minutes, 30 marks)

Conducted internally and audio-recorded for external moderation. The speaking test is as described in the Language unit, Outcome 1.

- presentation: 15 marks
- discussion: 15 marks

Note: The option to retest is open to centres in the case of candidates whose performance improves significantly between the end of the Language unit and the submission of estimates and internal assessments to the SQA.

Paper I: Reading (1 hour 10 minutes, 30 marks)

Reading comprehension involving written answers to questions in English on 4 passages. A glossary may be provided and use of a dictionary is permitted. Length: 3 short passages each of 50-75 words and 1 longer passage of 300-350 words, on topics related to the prescribed themes.

Paper II: Listening (30 minutes approximately, 20 marks)

Listening comprehension involving written answers to questions in English. 3 items each of 40-60 seconds' duration, related to the prescribed themes. 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 (Duration: 40 minutes, 20 marks)

Letter of application for a job abroad in response to a stimulus written in the target language. Scenario and headings will be given in English. Use of a dictionary is permitted. Length 120-150 words.

Summary

Total marks for external assessment: 100
Total time for external assessment: 2 hours 20 minutes (excluding Speaking).
Further information about assessment is contained in the unit specifications in this document and also in the National Assessment Bank. A summary of both the internal and external assessment arrangements is attached as Appendix 2.

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
Makes a short, prepared presentation on a chosen topic, and sustains conversation in a manner comprehensible to a sympathetic speaker of the target language. **Content** • exchanges factual/social information • expresses ideas and opinions, albeit at a basic level of language • organises content of presentation to have clear start and conclusion • sustains conversation by going at times beyond minimal responses **Understanding** • understands most of what is said directly to her/him when clearly articulated • repetition/reformulation may be required, even if not requested **Speaking** • accent, intonation and pronunciation are sufficient to ensure communication • shows sufficient awareness of the rules of grammar appropriate to this level to ensure communication in spite of errors • language characterised by short simple sentences and reliance on high-frequency verbs and other words. It may contain awkward use of learned material/set phrases	Makes a short, prepared presentation on a chosen topic, and sustains conversation. Conveys own ideas and opinions using simple language. **Content** • exchanges factual/social information clearly • expresses ideas and opinions in a simple but clear manner • organises content of presentation to have clear start, progression of ideas and conclusion • sustains conversation by offering additional information/comments **Understanding** • understands almost all of what is said directly to her/him when clearly articulated • may ask for some repetition/clarification **Speaking** • shows good awareness of rules of intonation and pronunciation • shows awareness of the rules of grammar appropriate to this level and makes few errors of a major nature • language characterised by some complexity of structure and range of vocabulary. It may contain appropriate use of learned material/set phrases

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 2)

Writing

GRADE C	GRADE A
With the help of a dictionary, produces straightforward text in the target language which is comprehensible to a sympathetic reader with little or no knowledge of English.	With the help of a dictionary, produces more complex text in the target language which is easily comprehensible to a reader with little or no knowledge of English.
• provides information in correspondence written in the target language	• provides information in correspondence written in the target language with appropriate sense of structure
• register, spelling, syntax and grammar are sufficiently accurate to convey meaning and are appropriate to this level	• writing is reasonably fluent and sufficiently accurate as appropriate to this level to convey meaning clearly on first reading
• language characterised by simple sentences and fixed phrases, with evidence of awkward use of memorised material	• language characterised by more complex sentences, and by a range of vocabulary and structure, and by appropriate use of memorised material
• performance may be uneven, but the good outweighs the bad; communication achieved	• mistakes may occur, but will not be so serious as to impede communication

Reading

GRADE C	GRADE A
With the help of a dictionary, obtains factual information, with a satisfactory level of detail and accuracy, from texts of some complexity likely to be encountered in personal, social or vocational life.	With the help of a dictionary, obtains factual information, ideas and opinions with a high level of detail and accuracy, from texts of some complexity likely to be encountered in personal, social or vocational life.
• extracts and understands essential information and clearly stated opinions from texts which contain a number of major and subsidiary items, including the expression of points of view	• extracts and understands key items of information, stated opinions and additional items of detail from texts which contain a number of major and subsidiary items, including the expression of points of view
• understands a satisfactory proportion of points of detail and some of the opinions/ideas expressed	• understands a high proportion of points of detail and grasps opinions/ideas expressed
• understands only partially texts of some complexity	• understands texts of some complexity

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 2)

Listening

GRADE C	GRADE A
Listens to stimulus material of some complexity in the target language on subjects related to the prescribed themes, and obtains factual information with a satisfactory level of detail and accuracy. Speakers will articulate clearly at moderate speed.	Listens to stimulus material of some complexity in the target language on subjects related to the prescribed themes, and obtains factual information with a high level of detail and accuracy. Speakers will articulate clearly at moderate speed.
• extracts and understands essential information and clearly stated opinions from stimulus material which contains a number of major and subsidiary items, including the expression of points of view	• extracts and understands key items of information, stated opinions and additional items of detail from stimulus material which contains a number of major and subsidiary items, including the expression of points of view
• understands a satisfactory proportion of points of detail and some of the opinions/ideas expressed	• understands a high proportion of points of detail and grasps opinions/ideas expressed
• understands only partially stimulus material of some complexity	• understands stimulus material of some complexity

Note: The bullet points shown in these tables are indicators of characteristics of performance at C and A. Candidates are not required to fulfil every one of the points.

APPROACHES TO LEARNING AND TEACHING

The purpose of the course is to build on prior learning and to develop progressively the candidate's knowledge of the language, her/his competence in the four skills of Speaking, Writing, Reading and Listening, and her/his ability to handle the language in defined contexts. At this level, the development of the ability to understand and to express ideas and opinions in the target language will form an important part of the course and unit content.

Language competence at Intermediate 2 level will be developed by extending the range and complexity of the language encountered by the candidates and by encouraging an increase in the range, fluency and accuracy in the language that they produce. In addition to exchanging factual information with increased competence and confidence in the prescribed language contexts, candidates will be expected to begin to develop the proficiency in the language necessary for understanding and expressing ideas and opinions. Course assessment will derive from the three prescribed themes and will test the language ability as defined above.

The prescribed themes and topics 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 (productive, interactive, receptive, mediating) and provide a context for work aimed at developing the candidates' knowledge of the structure/grammar of the language.

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 2)

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 2 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 ways of working on the course
- explanation of the form and content of the assessment arrangements

Extending the range of learning and teaching approaches:

- further opportunities for formal or informal group work
- use of self-study materials
- greater use of a range of media/Information Technology

Remediation, consolidation and extension:

- revising, recycling language as appropriate to meet the needs of all candidates
- extending/innovating as appropriate for more able (potential Higher) candidates, with emphasis on Writing
- practising known language in new situations within the 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:

- developing integration of language skills in a manner appropriate to this level
- building in opportunities for the candidates to demonstrate achievement of the required skills before the external assessment, eg taking a retest of Speaking if appropriate

National Course Specification: course details (cont)

COURSE Modern Languages (Intermediate 2)

SPECIAL NEEDS

This course 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, September, 2003).

SCOTTISH QUALIFICATIONS AUTHORITY

National Unit Specification: general information

UNIT Language (Intermediate 2)

NUMBER

D339 11	French
D465 11	German
D471 11	Italian
D477 11	Russian
D483 11	Spanish

COURSE Modern Languages (Intermediate 2)

This is a component unit of Intermediate 2 Modern Languages.

SUMMARY

This unit aims to continue the progressive development of candidates' knowledge about language, their competence in the four skills of Speaking, Writing, Reading and Listening, and their ability to use these skills in appropriate ways within defined contexts. The assessment for this unit will focus on the skills of Speaking, Listening and Reading. The skill of Writing in the target language will not be assessed discretely, but will continue to be integral to the development of the other skills.

OUTCOMES

1 Make an oral presentation and engage in conversation in the target language.
2 Demonstrate understanding of the target language in spoken form.
3 Demonstrate understanding of text written in the target language.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Language (Intermediate 2)

RECOMMENDED ENTRY

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

- Intermediate 1 in the appropriate language or its component units
- Standard Grade in the appropriate language at grade 3 or 4
- or equivalent qualification

CREDIT VALUE

2 credits at Intermediate 2 (12 SCQF credit points at SCQF level 5*)

***SCQF credit points are used to allocate credit 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.

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 (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of unit the 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.

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 this level 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 (Intermediate 2)

OUTCOME 1

Make an oral presentation and engage in conversation in the target language.

Performance criteria

(a) Makes a presentation which has appropriate structure and content.
(b) Sustains conversation, even though prompting or repetition may be necessary.
(c) Employs appropriate language with sufficient clarity and accuracy to achieve communication with a sympathetic speaker of the target language.
(d) Uses vocabulary and sentence structure to allow some limited flexibility of expression.

Evidence requirements

A performance of oral work (approx. 5-7 minutes' duration):

- a presentation on a topic chosen by the candidate (1-2 minutes)
- a face-to-face follow-up conversation with a speaker of the target language (4-5 minutes)

Notes consisting of a maximum of 5 headings, each with up to 8 words in the target language, may be referred to during the presentation.

OUTCOME 2

Demonstrate understanding of the target language in spoken form.

Performance criterion

Demonstrates understanding of the main content and items of specific detail of the stimulus material.

Evidence requirements

Written work in English, or other appropriate evidence, demonstrating understanding of 2 pieces of stimulus material, recorded or spoken live, each of 40-60 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: statement of standards (cont)

UNIT Language (Intermediate 2)

OUTCOME 3

Demonstrate understanding of text written in the target language.

Performance criterion

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

Evidence requirements

Written work in English, or other appropriate evidence, demonstrating understanding of a text of 300-350 words. A glossary of terms likely to prove difficult may be provided at the end of the reading text and use of a dictionary is permitted.

The task will be done under controlled conditions as specified in Appendix B, normally within one continuous teaching block/period.

National Unit Specification: support notes

UNIT Language (Intermediate 2)

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 80 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Language development will be encouraged in the following ways:

Language use – productive/interactive/mediating:

- by extending the candidate's ability to exchange factual information orally and in writing in the target language on events and issues of personal and topical interest
- by extending the candidate's ability to express simple views and opinions orally and, where appropriate, in writing in the target language on events and issues of personal and topical interest

Language use – receptive/interactive/mediating:

- by extending the candidate's ability to listen to texts of increasing length in the target language and demonstrate understanding of language of increasing complexity related to the prescribed themes
- by extending the candidate's ability to read texts of increasing length in the target language related to the prescribed themes, for gist and detailed understanding

Knowledge about language:

- by extending the candidate's awareness of key aspects of grammatical structure
- by extending the range of grammatical structure which the candidate can deploy

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The unit builds on existing good practice by encouraging an integrated teaching approach, which seeks to develop skills in combination rather than in isolation. Progression from previous levels will be in terms of the candidate's ability to handle language in gradually more sophisticated ways, and in terms of the range of language encountered by the candidate. The quality and increasing accuracy of the language which s/he produces, together with its content, will also reflect this progression.

National Unit Specification: support notes (cont)

UNIT Language (Intermediate 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Oral communication (Outcome 1)

Following a prepared presentation, candidates will be required to discuss issues and respond to questions in the target language following on naturally from the topic chosen. The information to be exchanged will be mainly of a factual nature. This test of oral communication will contribute to both the internal assessment of the unit and to the external assessment of the course. For the purpose of the unit assessment, the candidate's performance will be assessed on a pass/fail basis. The performance criteria for a pass should be interpreted as being the same as the Grade C descriptions in the course specification.

For the purpose of the course assessment, the candidate's performance will also be marked in terms of content, accuracy, language resource and intonation in accordance with the grade descriptions given in the course specification, using performance criteria and pegged marks issued by SQA.

Listening (Outcome 2)

Candidates will listen to texts from live and, where possible, audio- or video-recorded sources in the target language. For the purpose of the unit assessment, they will listen to items of mainly factual information, including accounts of events, related to the prescribed themes and topics. In some instances this may include the views and opinions of others. Candidates will be required to demonstrate comprehension by undertaking tasks such as the following:

- responding in English to questions in English
- choosing the correct multiple-choice option in English
- completing grids to indicate comprehension
- listing in English the information contained in the spoken texts
- making notes in English under given headings
- making simple summaries in English

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

Reading (Outcome 3)

Candidates will read personal correspondence, short informative articles of a journalistic nature and/or short narrative texts describing events, in which speakers of the target language give mainly factual information relating to the topics. Some texts may include the expression of views and opinions on items relating to the themes. For the purpose of the unit assessment, candidates will demonstrate comprehension by undertaking tasks such as the following:

- responding in English to questions in English
- choosing the correct multiple-choice option
- writing a summary
- completing grids to indicate understanding
- following written instructions to complete a task

National Unit Specification: support notes (cont)

UNIT Language (Intermediate 2)

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.

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, September, 2003).

SCOTTISH QUALIFICATIONS AUTHORITY

National Unit Specification: general information

UNIT Personal Communication (Intermediate 2)

NUMBER

D340 11	French
D466 11	German
D472 11	Italian
D478 11	Russian
D484 11	Spanish

COURSE Modern Languages (Intermediate 2)

This is a component unit of Intermediate 2 Modern Languages.

SUMMARY

This unit aims to develop competence in the four skills of Speaking, Writing, Reading and Listening. The broad context of the unit is personal communication of the sort required to establish and maintain contact with speakers of the target language. The assessment focus for the unit will be on the skill of Writing in the target language. The skills of Reading, Listening and Speaking will not be assessed discretely, but will be integral to development of the skill of Writing on which the assessment will be focussed.

OUTCOME

In response to stimulus material written in the target language, convey personal information and points of view in the form of a letter written in the target language.

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National Unit Specification: general information (cont)

UNIT Personal Communication (Intermediate 2)

RECOMMENDED ENTRY

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

- Intermediate 1 in the appropriate language or at least two of its component units
- Standard Grade in the appropriate language at grade 3 or 4
- or equivalent qualification

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

***SCQF credit points are used to allocate credit 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.

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 Communication (Intermediate 2)

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

Content relates to topics drawn from the themes of Lifestyles and Education and Work as outlined in Appendix 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 this level 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 Communication (Intermediate 2)

OUTCOME

In response to stimulus material written in the target language, convey personal information and points of view in the form of a letter written in the target language.

Performance criteria

(a) Conveys straightforward factual information in writing.
(b) Responds to written requests for information in such a way as to show evidence that the details read have been understood.
(c) Uses language which is sufficiently clear and accurate, as appropriate to this level, to be understood by a sympathetic speaker of the language, despite some inaccuracies and possible mother tongue interference.

Evidence requirements

One letter of 120-150 words in the target language in response to a text relating to the themes of Lifestyles and/or Education and Work.

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 original draft, including teacher/lecturer comments, and final version must be retained.

National Unit Specification: support notes

UNIT Personal Communication (Intermediate 2)

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 this option is to extend the ability of the candidate to correspond in the target language in order to establish and maintain social contacts with a speaker of the target language of similar age and interests. While the work of this option will involve the candidate in both oral and written communication, unit assessment will focus on the ability to write in the target language in response to stimulus texts also in the target language. The texts will involve the exchange of information, views, feelings and wishes concerning matters of common interest, particularly relating to the themes of:

- Lifestyles
- Education and Work

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Writing

The candidate will be required to write in the form of a letter in the target language a personal response to the topic addressed in a reading stimulus. For the purpose of unit assessment one letter (of approximately 120-150 words) will suffice.

In producing the piece of writing, the use of Information Technology is to be encouraged where possible.

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, September, 2003).

SCOTTISH QUALIFICATIONS AUTHORITY

National Unit Specification: general information

UNIT Language in Work (Intermediate 2)

NUMBER

D338 11	French
D464 11	German
D470 11	Italian
D476 11	Russian
D482 11	Spanish

COURSE Modern Languages (Intermediate 2)

This is a component unit of Intermediate 1 Modern Languages.

SUMMARY

This unit aims to develop competence in the four skills of Speaking, Writing, Reading and Listening. The broad context for the unit is language in work. The skills of Reading, Listening and Speaking will not be assessed discretely, but will be integral to the development of the skill of Writing, on which assessment will be focused.

OUTCOME

Convey factual information in writing in the target language in response to correspondence written in the target language.

Administrative Information

Superclass: FK

Publication date: June 2002

Source: Scottish Qualifications Authority

Version: 04

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National Unit Specification: general information (cont)

UNIT Language in Work (Intermediate 2)

RECOMMENDED ENTRY

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

- Intermediate 1 in the appropriate language or at least two of its component units
- Standard Grade in the appropriate language at grade 3 or 4
- or equivalent qualification

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

***SCQF credit points are used to allocate credit 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.

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 (Intermediate 2)

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

Content relates to information derived from a variety of texts consisting of simple correspondence and extracts from other simple documents relating to the chosen vocational or work-related context.

OUTCOME

Convey factual information in writing in the target language in response to correspondence written in the target language.

Performance criteria

(a) Conveys straightforward factual information in writing.
(b) Responds appropriately to information or requests received in correspondence written in the target language.
(c) Uses register, syntax, spelling and grammar with sufficient accuracy, as appropriate to this level, to convey meaning clearly.
(d) Uses language drawn from relevant sources and deploys it appropriately.

National Unit Specification: statement of standards (cont)

UNIT Language in Work (Intermediate 2)

Evidence requirements

Two letters to specified formats, each of 120-150 words, including formula text, conveying/ requesting 4-5 items of information in each.

Two messages each containing 6-8 short items 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 original draft, including teacher/lecturer comments, and final version must be retained.

National Unit Specification: support notes

UNIT Language in Work (Intermediate 2)

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 this option 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 oral and written exchange of information related to a chosen vocational or work-related context and the composition of short items of correspondence and simple messages related to this chosen context. In some instances, writing will involve responding to written information in the target language (eg correspondence, promotional materials, etc).

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

In terms of assessment, emphasis will be placed on Writing. However, the skills of Speaking, Listening and Reading are an integral part of the work of the option, since confidence in these skills will underpin successful performance in the Writing tasks set. Although there is no discrete unit assessment of Reading in this option, candidates will read a variety of texts consisting of simple correspondence and extracts from other simple documents relating to the chosen vocational or work-related context.

Correspondence may include standard letters, short faxes, e-mail or similar. Documents may include: promotional material; advertisements; job, company and/or product descriptions; short articles; instructions, etc. For the purpose of unit assessment, candidates will be required to demonstrate comprehension of the main points of enquiries in documents through a written response as indicated below under Written communication.

Written communication

Letters will be based on standard formats, with which candidates will already be familiar through their course of study. Candidates will be expected to refer to exemplar letter formats and may use reference works such as dictionaries or word lists when composing short standard letters conveying or requesting 4-5 items of information. Some letters will involve responding to requests for information, work-related enquiries or referring to written materials (promotional materials, descriptions of goods, services or products) as indicated above. For the purposes of assessment, two letters will suffice. (Length: 120-150 words each.)

Messages will involve conveying or requesting 6-8 items of information related to simulated work contexts. The emphasis will be on communicating the essential information sufficiently accurately to be understood. Messages may take the form of hand-written items such as notes to others, the content of a short fax or communication by e-mail. As with writing letters in the target language, this may involve responding to requests for information, to work-related enquiries or referring to written materials (promotional materials, descriptions of goods, services or products), again as indicated above. For the purposes of assessment, two messages will suffice.

In producing the pieces of writing mentioned above, the use of Information Technology is to be encouraged where possible.

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, September, 2003).

National Unit Specification: general information

SCOTTISH QUALIFICATIONS AUTHORITY

UNIT **EXTENDED READING/VIEWING (INTERMEDIATE 2)**

NUMBER

D342 11	French
D467 11	German
D473 11	Italian
D479 11	Russian
D485 11	Spanish

COURSE **Modern Languages** (Intermediate 2)

This is a component unit of Intermediate 2 French/German/Italian/Russian/Spanish.

SUMMARY
This unit aims to develop competence in the four skills of Speaking, Writing, Reading and Listening. The broad context for the unit is extended reading, which can be supported by viewing. The skills of Reading, Listening and Speaking will not be assessed discretely, but will be integral to the development of the skill of Writing, on which assessment will be focused.

OUTCOME
Convey information in writing in the target language about the source material read/viewed.

RECOMMENDED ENTRY

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

- Intermediate 1 in the appropriate language or its component units
- Standard Grade in the appropriate language at Grade 3 or 4
- any other equivalent qualification

Administrative Information

Superclass: FK

Publication date: March 2004

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

CREDIT VALUE
1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

***SCQF credit points are used to allocate credit 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
Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

National Unit Specification: statement of standards

UNIT Extended Reading/Viewing (Intermediate 2)

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

Note:
The type of text(s) in the target language which candidates will study should be drawn from one or more of the following categories:

- texts linked by subject matter, such as magazine or newspaper articles or short stories, reflecting the interests of individual candidates
- texts linked by subject matter, developing in greater depth a topic studied
- a book appropriate to the level of study and to the interests of the candidates written for speakers of the target language
- a film, video or TV viewing supported by written texts

OUTCOME
To convey information in writing in the target language.

Performance criteria
a) Provide appropriately organised information relevant to each of the headings.
b) Use language appropriate to this level with a sufficient degree of accuracy.
c) Demonstrate the ability to use some variety of vocabulary and structures.

EVIDENCE REQUIREMENTS

A piece of writing in the target language of approximately 100-120 words summarising the text(s) studied under each of the prescribed headings and expressing a personal response/reaction by the candidate. The writing will be supported and produced as part of the ongoing work of the class under controlled conditions, as defined in Appendix B. The use of a dictionary is permitted.

The original unit assessment and any subsequent reassessment(s) must be retained by the centre.

National Unit Specification: support notes

UNIT Extended Reading/Viewing (Intermediate 2)

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

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this option is to encourage candidates to study source materials in the target language. The type of study undertaken should be drawn from any of the categories specified in the unit. By concentrating on language use for receptive purposes, it is hoped to develop in candidates a high level of competence in comprehension. However, as in the Language unit, all four skills will continue to be developed through working in and with the target language.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Although the assessment task for this unit focuses on Writing, the main content of the unit on which it is based involves Reading and Listening/viewing. These other skills will provide the context for successful performance in the Writing task set.

Written communication

In the course of the unit, candidates should be encouraged at various stages to reflect on, and discuss in the target language, the content of their reading/viewing. In this way, this outcome should arise naturally out of class activity rather than be an end product. The final piece of writing for the outcome should therefore reflect this process.

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 special alternative outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September 2003).

Appendices

Language Content **Appendix 1**

Unit: Language (Intermediate 2) – 80 hours

THEMES	TOPICS	TOPIC DEVELOPMENT
Lifestyles	Family and friends	• descriptions of family, friends and relationships • where you/they live • daily routine
	Leisure	• leisure interests and leisure facilities • financing leisure (part-time jobs/ pocket money) • personal achievements to date (records of achievement)
Education and work	School/college	• daily routine • reasons for subject choice • personal achievement to date • facts about school/college • information about schools/ colleges in target language country/countries
The wider world	Holidays and travel	• making holiday/travel plans • past holidays/trips/journeys
	Tourism	• descriptions of local area as tourist centre

Notes:

1 The first 2 themes also provide the content for the Personal Communication unit.

2 This Appendix subsumes the content of Intermediate 1.

3 The following types of textual source are suitable for use in any of the above contexts: personal letters, notes, passages describing events, narrative texts, magazine and newspaper articles, poems, TV/film extracts, CD ROM, fax, e-mail, Internet, speech of others present or taped, work-related correspondence, etc.

Summary of Assessment Procedures Appendix 2

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

INTERNAL

UNIT Language	O1 : S	Presentation on topic of choice; follow-up conversation; 5-7 minutes
	O2 : L	2 items 40-60 seconds; played up to 3 times
	O3 : R	1 text 300-350 words
UNIT Personal Communication	**Option A** O1 : W	**Personal Communication** Letter responding to reading stimulus, personal opinion, 120-150 words
UNIT Language in Work	**Option B** O1 : W	**Language in Work** 2 letters to pro-forma 120-150 words each (including formula text) with 4-5 items of information; 2 short messages containing 6-8 items of information

EXTERNAL

Speaking	30%	As for Language Unit, marked out of 30
Listening	20%	3 items of 40-60 seconds, played twice (approx. 30 minutes)
Reading	30%	3 texts 50-75 words; 1 text 300-350 words (70 minutes)
Writing	20%	Job application to given scenario and headings, 120-150 words (40 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. (if relevant)	(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 material). 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 completion of the task being unnecessarily prolonged.