



National Unit Specification: general information

UNIT Personal Language (Access 3)

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

COURSE Modern Languages (Access 3)

This is a component unit of Access 3 Modern Languages.

SUMMARY

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

OUTCOMES

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

RECOMMENDED ENTRY

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

Administrative Information

Superclass: FK
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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Access 3.

CORE SKILLS

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

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

National Unit Specification: statement of standards

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

NOTE ON RANGE FOR THE UNIT

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

OUTCOME 1

Convey information in the target language.

Performance criteria

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

Evidence requirements*

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

OUTCOME 2

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

Performance criteria

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

Evidence requirements*

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

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

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

National Unit Specification: support notes

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

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

All four topics should be dealt with, albeit at a very basic level. Topic development is at the discretion of the centre and should take account of the age, interests and prior learning of the candidates. The language taught at this level will be sufficient to enable the candidate to convey short items of simple, factual information in rehearsed and practised situations.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit is aimed at a wide population of learners, some of whom may have learning difficulties. For this reason, the emphasis on the language skills will depend upon the needs of the learner. For many candidates, speaking and listening to the spoken word will form the basis of the learning and teaching. For some others, the skills of reading and writing, or a combination of any of the skills, will be more suitable, or indeed necessary, to achieve success.

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

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

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

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The key principle in the assessment of this unit is that information is conveyed and is understood. Assessment should be flexible enough to allow any performance which complies with the evidence requirements. The use of pre-prepared visual aids may be helpful. In the assessment of Speaking, prompt cards may be used to guide the activity. These prompt cards may be pictorial or provide single word clues in English or the target language.

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

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

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).