



**CCEA Specification**  
**Level 2 in**  
**Modern Languages**  
**(QCF)**

Operational start date: 1 July 2008

Qualification Number: 500/4285/3

modern  
languages  
*Level 2*



## Foreword

This booklet contains the specification for the CCEA Level 2 Award in Modern Languages (QCF). We have designed this qualification to:

- align with the National Language Standards developed by the National Centre for Languages (CILT); and
- meet the requirements for Level 2 in the Qualifications and Credit Framework.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

This specification is provided online, so the version available on our website is the most up-to-date edition. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

QAN 500/4285/3

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## Contents

<b>1</b>	<b>Introduction</b>	<b>3</b>
1.1	The Qualifications and Credit Framework (QCF)	3
1.2	Aims and rationale	3
1.3	Progression and prior learning	4
1.4	Key features	4
1.5	Endorsement by Sector Skills Body (SSB)	4
1.6	Qualification Accreditation Numbers	4
<b>2</b>	<b>Specification at a Glance</b>	<b>5</b>
<b>3</b>	<b>Qualification Content</b>	<b>6</b>
3.1	Pathways	6
3.2	Unit structure of the qualification	6
3.3	Context for learning	7
3.4	Unit 1: Understand everyday spoken language	8
3.5	Unit 2: Speak using everyday language	11
3.6	Unit 3: Read everyday text	14
3.7	Unit 4: Write everyday text	17
<b>4</b>	<b>Scheme of Assessment</b>	<b>19</b>
4.1	Assessment opportunities	19
4.2	Methods of assessment	19
4.3	Internal assessment	20
4.4	Internal standardisation	21
4.5	External moderation	21
<b>5</b>	<b>Links, Resources and Support</b>	<b>22</b>
5.1	Support	22
5.2	Relationship with the Northern Ireland Curriculum	22
5.3	Essential and Key Skills	23
5.4	Entries and registration	23
5.5	Equality and inclusion	24
5.6	Contact details	24
<b>Appendix 1</b>		<b>25</b>
	Glossary of terms	



## 1 Introduction

### 1.1 The Qualifications and Credit Framework (QCF)

Our Level 2 Award in Modern Languages is accredited to the Qualifications and Credit Framework (QCF). The QCF is a new way of recognising achievement: it is a unit-based framework in which each unit has a specific credit value, with one credit representing approximately ten hours' learning time. This allows learners to accumulate credit for each block of learning, or unit, that they complete.

Qualifications within QCF range from Entry Level (Entry 1–Entry 3) to Level 8.

There are three size categories that reflect the volume of learning involved in a qualification. These are:

- Award (1–12 credits);
- Certificate (13–36 credits); and
- Diploma (37 credits and above).

For more information on the QCF, see [www.qcda.gov.uk/8150.aspx](http://www.qcda.gov.uk/8150.aspx)

### 1.2 Aims and rationale

The Level 2 Award in Modern Languages (QCF) contributes to the development of learners by enhancing their communicative skills in social and vocational contexts and promoting a greater awareness of self and others. It fosters language awareness, thereby enhancing literacy and facilitating future independent language learning.

A course of study based on this specification can enhance learners' self-esteem and self-confidence. It offers a series of short-term, reasonably accessible goals that enable them to experience success within the framework of a publicly recognised and accredited qualification.

As well as developing their linguistic competence, study of a modern language can engender in learners a disposition towards empathy, respect, tolerance and mutual understanding that helps them contribute to a more cohesive society. It also creates a context for learners to explore social issues and so develop their critical awareness.

A course of study based on this specification helps learners to make informed decisions about future learning opportunities and career choices. In fostering their openness and access to occupational mobility, it can help to maximise their contribution to a competitive, international economy.

This qualification is not restricted to a specific age group or ability range; it is available to all. However, the contexts may particularly suit adult learners.

### 1.3 Progression and prior learning

This specification is the last in a sequence of four that take the learner from Entry Level 2 to Level 2 in a series of short, manageable and clearly defined steps. Each of the four specifications:

- builds on the knowledge, skills and understanding acquired at the initial stage of language learning; and
- promotes continuity, coherence and progression within the study of the target language.

Learners do not need to have any prior experience of modern languages before they begin the Entry Level 2 qualification.

### 1.4 Key features

The key features of the specification appear below:

- The qualification has various pathways, covering a range of modern languages (see Section 3).
- It presents language skills as discrete, credit-based units and describes content in a series of learning outcomes.
- The same unit learning outcomes and assessment criteria apply to all the available language pathways.
- There are standardised assessments to measure learning outcomes.
- We provide language-specific vocabulary and structures, available for download on the microsite for your chosen language at [www.ccea.org.uk](http://www.ccea.org.uk), to support the content.

We have designed this specification to be as free as possible from ethnic, gender, religious, political or other forms of bias.

### 1.5 Endorsement by Sector Skills Body (SSB)

In designing the units included in this specification, we consulted with the National Centre for Languages (CILT) throughout the process. We also took into account:

- the National Language Standards (2005) developed by CILT and revised in 2010
- the CILT Sector Qualification Strategy (SQS); and
- the CILT Action Plan.

This qualification is now included in CILT's national Action Plan. Learners and providers can therefore be confident that the specification is up to date and reflects sector priorities.

### 1.6 Qualification Accreditation Numbers

Every qualification listed on the National Database of Accredited Qualifications (NDAQ) is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 500/4285/3.

## 2 Specification at a Glance

The table below summarises the structure of this qualification.

All four units are **mandatory** and apply to each of the available language pathways (see Section 3).

Content	Assessment	Credit Value	Availability
<b>Unit 1: Understand everyday spoken language</b>	Learners complete a short listening task, which we set.  Tutors assess the task and conduct internal standardisation, and we moderate a sample.	2	Summer only
<b>Unit 2: Speak using everyday languages</b>	Learners complete a short speaking task, which we set.  Tutors assess the task and conduct internal standardisation, and we moderate a sample.	2	Summer only
<b>Unit 3: Read everyday text</b>	Learners complete a short reading task, which we set.  Tutors assess the task and conduct internal standardisation, and we moderate a sample.	1	Summer only
<b>Unit 4: Write everyday text</b>	Learners complete a short writing task, which we set.  Tutors assess the task and conduct internal standardisation, and we moderate a sample.	1	Summer only

## 3 Qualification Content

### 3.1 Pathways

There are currently five individual pathways in our Level 2 Award in Modern Languages (QCF), one for each of the available languages:

- French;
- German;
- Irish;
- Italian; and
- Spanish.

When the qualification is achieved and reported, the name of the chosen language pathway appears as an endorsed sub-title in brackets, for example:

*CCEA Level 2 Award in Modern Languages (Italian) (QCF).*

### 3.2 Unit structure of the qualification

This Level 2 Award in Modern Languages (QCF) comprises four mandatory units focusing on the skills of listening, speaking, reading and writing. The unit descriptions in the sections that follow are generic, applying to each of the five language pathways. Note, however, that there are different unit reference numbers depending on the language chosen.

The details that follow include:

- unit titles and reference numbers;
- the level and credit value of each unit; and
- learning outcomes and assessment criteria.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes.

### 3.3 Context for learning

The overall learning context for all four units in this qualification is the learners' initial contact with people from the countries/communities of the target language. This can be set in the learners' own environment or in the target language countries/communities.

Assessment materials for this Level 2 qualification draw upon the following contexts and associated topics:

- Social contact – describing people
- Holidays
- Buying property
- Myself and others
- Travel and holidays
- Getting around
- Food and drink
- My local environment
- Shopping and services.

For specific vocabulary lists, see the microsite for your chosen language at [www.ccea.org.uk](http://www.ccea.org.uk)

### 3.4 Unit 1: Understand everyday spoken language

**Unit purpose and aim:** To achieve this unit, learners need to show that they understand a small number of basic spoken structured phrases in familiar contexts. Learners can, for example:

- identify basic information about people and places;
- understand short, basic, structured questions about their likes and dislikes; and
- follow basic directions, delivered slowly and clearly.

Learners can understand standard speech, delivered at slower than normal speed, with no background interference.

<b>Title</b>	Understand everyday spoken language
<b>Unit reference numbers</b>	French: H/501/7750 German: K/501/7751 Irish: L/501/7760 Italian: D/501/7763 Spanish: F/501/7769
<b>Level</b>	2
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Unit expiry date</b>	31/08/2017

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p><b>1. Understand routine information about everyday personal, social and work situations</b></p>	<p>1.1 identify key messages contained in:</p> <p>(a) statements (b) questions (c) requests (d) opinions</p> <p>1.2 select straightforward details from routine language descriptions or explanations</p> <p>1.3 identify the overall theme of conversations, descriptions or explanations</p>

Learning outcomes	Assessment criteria
<p><b>2. Follow routine conversations on familiar subjects</b></p>	<p>2.1 follow everyday instructions or advice , taking account of priorities</p> <p>2.2 recognise the expression of: opinions, feelings, needs or preferences</p> <p>2.3 follow everyday exchanges of information about an area of study or work</p> <p>2.4 recognise everyday polite conventions in personal, social or work situations</p>
<p><b>Additional information about the unit</b></p>	
<p><b>Unit aim[s]</b></p> <p><b>To be amended contra standards</b></p>	<p>To achieve this unit, you need to show that you understand routine language in familiar everyday situations. You can, for example:</p> <p>Follow conversations on familiar subjects</p> <p>Pick up on straightforward humour</p> <p>Handle routine exchanges of information about an area of study or work</p> <p>Understand routine step-by-step instructions</p> <p>Understand straightforward advice about everyday work matters</p>
<p><b>Unit expiry date</b></p>	<p>August 2015</p>
<p><b>Details of the relationship between the unit and relevant national language standards</b></p>	<p>CILTB1U</p>
<p><b>Details of the relationship between the unit and other standards or curricula [if appropriate]</b></p>	<p>None</p>
<p><b>Assessment requirements specified by a sector or regulatory body [if appropriate]</b></p>	<p>None</p>

<b>Endorsement of the unit by a sector or other appropriate body [if required]</b>	CILT
<b>Additional information about the unit</b>	
<b>Location of the unit within the subject/sector classification system</b>	Languages 12.2
<b>Name of the organisation submitting the unit</b>	CCEA
<b>Availability for use</b>	Shared
<b>Availability for delivery</b>	September 2010

### 3.5 Unit 2: Speak using everyday language

**Unit purpose and aim:** To achieve this unit, learners need to show that they can use routine language in everyday situations. Learners can, for example:

- give brief descriptions of work or personal circumstances;
- provide information about services;
- exchange routine information about their area of work; and
- give short reports on everyday problems or complaints.

<b>Title</b>	Speak using everyday language
<b>Unit reference numbers</b>	French: M/501/7752 German: F/501/7755 Irish: Y/501/7759 Italian: T/501/7767 Spanish: T/501/7770
<b>Level</b>	2
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Unit expiry date</b>	31/08/2015

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. <b>Be able to exchange information about everyday situations</b>	1.1 use routine language to: <ul style="list-style-type: none"> <li>(a) exchange routine personal, social or work information</li> <li>(b) ask questions</li> <li>(c) respond to everyday questions</li> <li>(d) make requests or give invitations</li> <li>(e) provide routine descriptions, information</li> </ul>

Learning outcomes	Assessment criteria
<p><b>2. Be able to initiate and develop conversations</b></p>	<p>2.1 use appropriate forms of address in social and work situations to start a conversation</p> <p>2.2 maintain everyday conversation</p> <p>2.3 provide an account of a sequence of everyday events</p> <p>2.4 express:</p> <ul style="list-style-type: none"> <li>(a) wishes</li> <li>(b) feelings</li> <li>(c) needs, preferences</li> <li>(d) opinions</li> </ul>
Additional information about the unit	
<p><b>Unit aim[s]</b></p>	<p>To achieve this unit you need to show that you can make yourself understood using routine language in everyday situations adapting simple structures with the right vocabulary. You can for example:</p> <p>Initiate and maintain social contact  Exchange information about your area of work  Provide information on and give brief descriptions of study, work or personal circumstances  Exchange details about your area of study or work  Provide an account of a sequence of events</p>
<p><b>Unit expiry date</b></p>	<p>31 August 2015</p>
<p><b>Details of the relationship between the unit and relevant national language standards</b></p>	<p>This unit derived from the Level 2 Speaking Unit CILTB1S</p>
<p><b>Details of the relationship between the unit and other standards or curricula [if appropriate]</b></p>	<p>None</p>
<p><b>Assessment requirements specified by a sector or regulatory body [if appropriate]</b></p>	<p>None</p>

<b>Additional information about the unit</b>	
<b>Endorsement of the unit by a sector or other appropriate body [if required]</b>	CILT
<b>Location of the unit within the subject/sector classification system</b>	Languages 13.2
<b>Name of the organisation submitting the unit</b>	CCEA
<b>Availability for use</b>	Shared
<b>Availability for delivery</b>	September 2010

### 3.6 Unit 3: Read everyday text

**Unit purpose and aim:** To achieve this unit, learners need to show that they understand a range of routine materials on everyday matters. Learners can, for example:

- understand routine letters, emails and faxes relating to an area of work;
- understand the broad outline of announcements, e.g. job vacancies, advertisements;
- understand straightforward safety regulations; and
- pick out relevant details and grasp the gist of articles and reports on everyday topics.

<b>Title</b>	Read everyday text
<b>Unit reference numbers</b>	French: T/501/7753 German: J/501/7756 Irish: R/501/7761 Italian: K/501/7765 Spanish: A/501/7771
<b>Level</b>	2
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Unit expiry date</b>	31/07/2015

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Understand and respond to a range of routine information on everyday matters</b>	1.1 extract factual information from (a) notices, announcements (b) formal letters and e-mails (c) informal letters e-mails  1.2 follow enquiries or requests  1.3 select relevant details from instructions or advice  1.4 follow straightforward safety regulations  1.5 identify different views expressed in various types of correspondence  1.6 recognise common formal/ informal letter writing conventions  1.7 grasp the gist of articles and texts of an everyday nature

Additional information about the unit	
<b>Unit aim[s]</b>	<p>To achieve this unit, you need to show that you understand a range of routine materials on everyday matters.</p> <p>You can, for example:</p> <ul style="list-style-type: none"> <li>understand routine letters, e-mails and faxes relating to the area of study or work</li> <li>understand the broad outline of notices and announcements</li> <li>understand straightforward safety regulations</li> <li>pick out relevant details and grasp the gist of articles and other texts on everyday topics</li> <li>recognise the difference between formal and informal correspondence</li> </ul>
<b>Unit expiry date</b>	August 2015
<b>Details of the relationship between the unit and relevant national language standards</b>	CILTB1R
<b>Details of the relationship between the unit and other standards or curricula [if appropriate]</b>	None
<b>Assessment requirements specified by a sector or regulatory body [if appropriate]</b>	None
<b>Endorsement of the unit by a sector or other appropriate body [if required]</b>	CILT
<b>Location of the unit within the subject/sector classification system</b>	Languages 12.2
<b>Name of the organisation submitting the unit</b>	CCEA
<b>Availability for use</b>	Shared
<b>Availability for delivery</b>	September 2010

<b>Additional information about the unit</b>	
<b>Unit expiry date</b>	August 2015
<b>Details of the relationship between the unit and relevant national language standards</b>	CILTB1R

### 3.7 Unit 4: Write everyday text

**Unit purpose and aim:** To achieve this unit, learners need to show that they can produce routine text to carry out everyday tasks. Learners can, for example:

- create plans for routine activities, e.g. lists of tasks and deadlines;
- produce simple, step-by-step instructions;
- describe the key characteristics of products or services in an area of work; and
- create standard letters, faxes and emails, e.g. to enquire about availability or make orders.

<b>Title</b>	Write everyday text
<b>Unit reference numbers</b>	French: A/501/7754 German: L/501/7757 Irish: Y/501/7762 Italian: A/501/7768 Spanish: F/501/7772
<b>Level</b>	2
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Unit expiry date</b>	31/08/2015

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. <b>Be able to produce short texts, combining set phrases and familiar language with reasonable accuracy</b>	1.1 write routine: <ul style="list-style-type: none"> <li>(a) plans</li> <li>(b) step-by-step instructions</li> <li>(c) advice</li> </ul> 1.2 make routine: <ul style="list-style-type: none"> <li>(a) written enquiries</li> <li>(b) requests</li> <li>(c) invitations</li> </ul> 1.3 express simple: <ul style="list-style-type: none"> <li>(a) opinions</li> <li>(b) feelings</li> <li>(c) wishes</li> <li>(d) needs and</li> <li>(e) preferences</li> </ul> 1.4 create standard letters or emails adhering to writing conventions: <ul style="list-style-type: none"> <li>(a) formal</li> <li>(b) informal</li> </ul>

**Additional information about the unit**

<b>Unit aim[s]</b>	To achieve this unit, you need to show that you can produce short texts using familiar language to carry out everyday tasks. You can, for example: create plans for routine activities produce simple, step-by-step instructions create standard letters, faxes and e-mails write brief informal letters and messages
<b>Unit expiry date</b>	August 2015
<b>Details of the relationship between the unit and relevant national language standards</b>	CILT A1W
<b>Details of the relationship between the unit and other standards or curricula [if appropriate]</b>	None
<b>Assessment requirements specified by a sector or regulatory body [if appropriate]</b>	None
<b>Endorsement of the unit by a sector or other appropriate body [if required]</b>	CILT
<b>Location of the unit within the subject/sector classification system</b>	Languages 13.2
<b>Name of the organisation submitting the unit</b>	CCEA
<b>Availability for use</b>	Shared
<b>Availability for delivery</b>	September 2010

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

This specification is currently available for assessment once a year, in the summer series.

### 4.2 Methods of assessment

The four assessment units are described below, together with examples of the assessment techniques (tasks) used. Candidates may not use dictionaries for any of the four units.

#### Unit 1: Understand everyday spoken language

Assessment for the listening unit lasts 20 minutes. Candidates have an additional 5 minutes before the recording starts to study the question paper and 5 minutes at the end to check their answers. The assessment comprises a variety of stimulus material in the target language, clearly recorded by native speakers at a moderate pace without background noise. Candidates hear each recorded item twice. As writing time is built into the recording, it is not permitted to stop the recording between items.

Stimulus material may take the form of familiar statements, questions, instructions, announcements, dialogues, conversations or phone messages. Tasks may include short answers in English or mother tongue (single words, phrases, sentences). Candidates may be required to distinguish key points, to extract detail and to show understanding of personal responses.

Some items may contain occasional unfamiliar words or phrases and refer to the past or the future. In these cases, candidates will be required to identify the main messages only; they will not normally have to show understanding of unfamiliar language.

#### Unit 2: Speak using everyday language

The candidates' tutor assesses and records the speaking unit tasks. Centres must submit the recordings of a representative sample, chosen at random, to us for external moderation. Assessment for the speaking unit lasts 20 minutes, including 10 minutes for preparation. Tasks comprise two role-play situations (enacted with the tutor) and general questions (asked by the tutor).

Candidates are required to:

- request or provide factual information on familiar topics by uttering single words, phrases or sentences in the target language in response to:
  - a question spoken in the target language;
  - a personal desire for information; or
  - a need for support or permission; and
- provide personal responses in the target language, including likes, dislikes and feelings.

Candidates should also begin to express opinions and increase the length and range of their utterances in the target language.

### **Unit 3: Read everyday text**

Assessment for the reading unit comprises a variety of stimulus material in the target language and lasts 20 minutes. It requires candidates to understand and respond in written English (or mother tongue) to key words, short familiar phrases, graphs, lists, advertisements (including advertisements for jobs), short articles, menus, emails, text messages, diary entries, postcards, and/or lengthy formal or informal correspondence or suitable forms of imaginative writing, written in the target language within a variety of familiar contexts. Candidates also need to understand personal responses, including likes, dislikes, feelings and opinions.

### **Unit 4: Write everyday text**

Assessment for the writing unit lasts 20 minutes. Candidates must write familiar words or phrases in the target language in order to label items, to provide captions and/or to complete phrases or short sentences. When candidates are writing in the target language, credit is given for communication, as well as accuracy.

Candidates must also compose a sequence of sentences of appropriate length in response to formal or informal correspondence (including job advertisements), providing information that includes personal likes, dislikes, feelings and/or opinions.

## **4.3 Internal assessment**

The course tutor or centre assessor conducts internal assessment. Centres must nominate staff who have the appropriate skills and knowledge to assess candidates' work in accordance with unit specifications. Large centres are likely to have more than one assessor; if this is the case, they should take steps to ensure that the standard of assessment is consistent. Assessment of a poor standard may result in work being returned to the centre for re-assessment.

We provide an **Assessment Evidence Record** and a **Statement of Achievement** for centres to record the achievement of candidates. Course tutors/Centre assessors must complete these standard documents for each candidate.

Candidates must meet all assessment criteria in order to achieve this award.

#### **Assessment Evidence Record**

This lists:

- the assessment tasks in order;
- the assessment criteria addressed by each task; and
- the candidate's achievement.

#### **Statement of Achievement**

This form provides space for the tutor/assessor to indicate how the candidate has met the requirements of the unit by identifying at least one task where each of the assessment criteria has been achieved. The assessor/tutor should refer to their completed Assessment Evidence Record to do this.

Both documents should be attached to candidates' assessment materials and submitted for internal standardisation.

#### 4.4 Internal standardisation

Centres must ensure that they have arrangements in place for standardisation and quality assurance of their assessment outcomes. Centres with more than one tutor must carry out internal standardisation of the assessments before submitting them to us. This is to ensure that, as far as possible, each tutor has applied the assessment criteria consistently. The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us.

It is essential that all centres complete a Declaration of Internal Standardisation and submit it to us with their samples.

As a result of internal standardisation, it may be necessary to adjust an individual tutor's assessment decisions. This is to bring assessment into line with other tutors in the centre. Where adjustment is necessary, the achievement of assessment criteria should be amended.

#### 4.5 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our administration handbook, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk). Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which assessments and samples have to be submitted.

Tutors and centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

## 5 Links, Resources and Support

### 5.1 Support

We provide the following resources to support this specification:

- our website at [www.ccea.org.uk](http://www.ccea.org.uk);
- a subject microsite for each language within our website; and
- language-specific vocabulary and structures, available for download on the microsite for your chosen language.

We are expanding our range of support to include the following:

- Principal Moderator's report;
- schemes of work;
- centre support visits;
- support days for tutors;
- agreement trials; and
- a resource list.

You can find details of the Annual Support Programme of events and materials for the Level 2 Award in Modern Languages (QCF) on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

### 5.2 Relationship with the Northern Ireland Curriculum

A course of study based on this specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by studying materials and participating in activities related to the contexts listed in Section 3;
- develop personal skills in areas such as:
  - self-awareness, personal health and relationships (Personal Development);
  - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship);
  - work in the local and global economy and career management (Employability);
- develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues:
  - by studying material relating to these issues both in their own communities and in countries/communities where the target language is spoken; and
  - by giving them the opportunity to discuss their own and listen to others' points of view, to work with others and to make comparisons between their own and other countries/communities;
- investigate sustainable development, health and safety considerations, and European developments by providing opportunities to:
  - discuss issues and developments in learners' own countries and in communities where the target language is spoken; and
  - gain a better understanding of the wider European context;
- develop skills that will enhance employability by giving them the opportunity to study, discuss and express their opinions on employability; and
- make effective use of technology by providing opportunities throughout the course of study to use technology for communication purposes.

### 5.3 Essential and Key Skills

Essential Skills are nationally accredited adult qualifications available throughout Northern Ireland in:

- Literacy at Entry Level (Entry 1, 2 and 3);
- Numeracy at Entry Level (Entry 1, 2 and 3);
- Application of Number at Levels 1 and 2; and
- Communication at Levels 1 and 2.

#### **Communication**

Although current legislation requires learners to demonstrate evidence of this skill in English, it is generally accepted that the study of a modern language helps develop communication skills.

#### **Application of Number**

This specification provides limited opportunities for learners to develop this skill at Level 2, for example through the use of numbers to express currency and time.

You can find details of the current standards and guidance for each of these skills on our website at [www.ccea.org.uk/essential\\_skills](http://www.ccea.org.uk/essential_skills)

A course of study based on this specification also provides learners with opportunities to develop the following Key Skills recognised throughout the UK:

- Application of Number;
- Communication;
- Information and Communication Technology;
- Improving Own Learning and Performance;
- Problem-Solving; and
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the QCDA website at [www.qcda.gov.uk](http://www.qcda.gov.uk)

### 5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Administration Handbook, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

## 5.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

Vocational qualifications often require the assessment of a broad range of competences. This is because they are designed to prepare learners for the vocational area being studied.

The content of this qualification has been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any learners with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to access assessments. For this reason, very few learners will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

## 5.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Education Manager for the Qualification: Roisin Radcliffe  
(telephone: (028) 9026 1200, extension 2195, email: [rradcliffe@ccea.org.uk](mailto:rradcliffe@ccea.org.uk))
- Entries, Results and Certification  
(telephone: (028) 9026 1262, email: [entriesandresults@ccea.org.uk](mailto:entriesandresults@ccea.org.uk))
- Distribution (support materials)  
(telephone: (028) 9026 1242, email: [cceadistribution@ccea.org.uk](mailto:cceadistribution@ccea.org.uk))
- Support Events Administration  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk)).

## Appendix 1

### Glossary of terms

Term	Definition
<b>Access arrangements</b>	Steps put in place prior to an assessment to allow candidates with an impairment or disability to demonstrate their achievement
<b>Accreditation of Prior Learning (APL)</b>	The process of recognising a candidate's previous achievement or learning experiences. This usually enables a candidate to move directly to the assessment stage of a unit, without duplicating the learning process.
<b>Administration handbook</b>	An online document produced by CCEA which contains all the information a centre requires regarding the procedures and policies necessary for the smooth administration of CCEA's qualifications
<b>Assessment criteria</b>	The requirements that learners must meet to show that they have achieved the learning outcomes for a unit. Assessment criteria do not describe the method of assessment.
<b>Award</b>	A qualification that has a credit value of 1–12
<b>Centres</b>	Organisations accountable to an awarding body such as CCEA for the organisation of assessment arrangements leading to a unit or qualification
<b>Certificate</b>	Refers both to a qualification with a credit value of 13–36 and the document that records achievement in a unit or qualification
<b>Credit</b>	The value given to a unit for which all learning outcomes have been achieved
<b>Diploma</b>	A qualification with a credit value of 37 or above
<b>Endorsed sub-title</b>	The bracketed addition to a qualification title that indicates that the learner has followed a particular learning pathway
<b>External assessment</b>	A form of assessment set and marked by the awarding body

<b>Term</b>	<b>Definition</b>
<b>External moderator</b>	External moderators are appointed, trained and monitored by the awarding body. They are responsible for monitoring and sampling candidate evidence to ensure that internal assessment decisions are valid, reliable, fair, and consistent with national standards.
<b>Internal assessment</b>	The process by which tutors in a centre assess candidates' achievement of the learning outcomes of the unit(s) that make up a qualification
<b>Internal moderator</b>	Monitor the tutors' assessment practice and procedure by sampling assessments, and ensure that the tutors carry out their roles appropriately and are appropriately trained
<b>Learning outcomes</b>	Statements of what a learner can be expected to know, understand or do as a result of following a course of learning for a unit
<b>National Database of Accredited Qualifications (NDAQ)</b>	An online database of units and qualifications which have been accredited by the regulatory authorities
<b>National (Occupational) Standards</b>	These set out what a person needs to know, understand and do in relation to identified skills and competences required for the relevant industrial sector. They form the basis of National Vocational Qualifications (NVQs) and vocationally-related qualifications.
<b>Reasonable adjustments</b>	Arrangements made for learners with specific learning needs in order to reduce barriers to access assessments
<b>Sector Skills Body/Council</b>	An employer-led organisation tasked with developing National (Occupational) Standards, qualification strategies and action plans for its sector
<b>Unit</b>	A specification of learning outcomes and assessment criteria with a title, level and credit value