

Specification

Edexcel NVQ competence-
based qualifications

Edexcel Levels 1, 2 and 3 NVQs in
Arabic/Chinese/French/German/Italian/Spanish/Welsh
Qualifications and Units (QCF)

For first registration October 2010

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Why choose Edexcel?

At Edexcel, we want to make sure that when you are delivering our qualifications, you have all the support and guidance you need to maximise your learners' achievement rates and improve your operational efficiencies.

Inside this specification you will find:

- units written by experts in the sector so you can be assured that it is appropriate for your organisation and will make it easier for you to deliver this qualification to your learners
- a clear and explicit qualification structure which explains which units the learner can choose to achieve the qualification
- an outline of the benefits to the employer and the learner as a result of taking this qualification
- the progression opportunities available to your learners after they have taken this qualification
- clear and comprehensive guidance on the types of evidence required to achieve this qualification and how to record the evidence
- a list of publications and resources that you may be interested in to support you with the delivery of this qualification
- plus much more!

We look forward to working with you to maximise the achievement of your learners.

If you have any questions regarding the content of this specification or if there is anything you're unsure of, please do not hesitate to contact us:

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Qualification and unit titles covered by this specification

This specification contains the information you require to offer the following qualifications and units.

Qualification title	Qualification Accreditation Number (QAN)
Edexcel Level 1 NVQ Certificate in Arabic (QCF)	501/0469/X
Edexcel Level 1 NVQ Certificate in Chinese (QCF)	501/0484/6
Edexcel Level 1 NVQ Award in French (QCF)	501/0471/8
Edexcel Level 1 NVQ Award in German (QCF)	501/0480/9
Edexcel Level 1 NVQ Award in Italian (QCF)	501/0467/6
Edexcel Level 1 NVQ Award in Spanish (QCF)	501/0478/0
Edexcel Level 1 NVQ Award in Welsh (QCF)	501/2200/9
Edexcel Level 2 NVQ Certificate in Arabic (QCF)	501/0483/4
Edexcel Level 2 NVQ Certificate in Chinese (QCF)	501/0482/2
Edexcel Level 2 NVQ Certificate in French (QCF)	501/0470/6
Edexcel Level 2 NVQ Certificate in German (QCF)	501/0481/0
Edexcel Level 2 NVQ Certificate in Italian (QCF)	501/0472/X
Edexcel Level 2 NVQ Certificate in Spanish (QCF)	501/0477/9
Edexcel Level 2 NVQ Certificate in Welsh (QCF)	501/2201/0
Edexcel Level 3 NVQ Certificate in Arabic (QCF)	501/0510/3
Edexcel Level 3 NVQ Diploma in Chinese (QCF)	501/0507/3
Edexcel Level 3 NVQ Certificate in French (QCF)	501/0509/7
Edexcel Level 3 NVQ Certificate in German (QCF)	501/0505/X
Edexcel Level 3 NVQ Certificate in Italian (QCF)	501/0508/5
Edexcel Level 3 NVQ Certificate in Spanish (QCF)	501/0592/9
Edexcel Level 3 NVQ Certificate in Welsh (QCF)	501/2202/2

The following units make up the qualifications listed on the previous page. Each unit is also available as a single-unit qualification in its own right, identified as such by the QANs listed below.

Unit title – Level 1	Unit code	Qualification Accreditation Number (QAN)
Understand predictable spoken Arabic in familiar work situations	Y/601/8663	501/1588/1
Speak Arabic using predictable language in familiar work situations	H/601/8665	501/1593/5
Read predictable Arabic text in familiar work situations	A/601/8672	501/1620/4
Write Arabic using predictable language in familiar work situations	R/601/8676	501/1528/5
Understand predictable spoken Chinese in familiar work situations	A/601/8963	501/1510/8
Speak Chinese using predictable language in familiar work situations	F/601/8964	501/1511/X
Read predictable Chinese text in familiar work situations	R/601/8967	501/1507/8
Write Chinese using predictable language in familiar work situations	Y/601/8968	501/1509/1
Understand predictable spoken French in familiar work situations	J/601/8383	501/1372/0
Speak French using predictable language in familiar work situations	M/601/8460	501/1359/8
Read predictable French text in familiar work situations	A/601/8462	501/1452/9
Write French using predictable language in familiar work situations	F/601/8463	501/1358/6
Understand predictable spoken German in familiar work situations	F/601/8480	501/1367/7
Speak German using predictable language in familiar work situations	D/601/8485	501/1366/5
Read predictable German text in familiar work situations	H/601/8486	501/1362/8
Write German using predictable language in familiar work situations	K/601/8487	501/1368/9
Understand predictable spoken Italian in familiar work situations	T/601/8332	501/1450/5

Unit title – Level 1	Unit code	Qualification Accreditation Number (QAN)
Speak Italian using predictable language in familiar work situations	F/601/8351	501/1464/5
Read predictable Italian text in familiar work situations	J/601/8366	501/1465/7
Write Italian using predictable language in familiar work situations	M/601/8376	501/1449/9
Understand predictable spoken Spanish in familiar work situations	A/601/8509	501/1529/7
Speak Spanish using predictable language in familiar work situations	M/601/8510	501/1530/3
Read predictable Spanish text in familiar work situations	T/601/8511	501/1781/6
Write Spanish using predictable language in familiar work situations	A/601/8512	501/1780/4
Understand predictable spoken Welsh in familiar work situations	M/601/8345	501/2134/0
Speak Welsh using predictable language in familiar work situations	L/601/8353	501/2135/2
Read predictable Welsh text in familiar work situations	Y/601/8372	501/2137/6
Write Welsh using predictable language in familiar work situations	A/601/8378	501/2179/0
Unit title – Level 2		
Understand routine spoken Arabic in familiar everyday work situations	H/601/8682	501/1609/5
Speak Arabic using routine language in familiar everyday work situations	F/601/8687	501/1608/3
Read routine Arabic in familiar everyday work situations	F/601/8690	501/1592/3
Write Arabic using routine language in familiar everyday work situations	L/601/8692	501/1590/X
Understand routine spoken Chinese in familiar everyday work situations	D/601/8969	501/1506/6

Unit title – Level 2	Unit code	Qualification Accreditation Number (QAN)
Speak Chinese using routine language in familiar everyday work situations	R/601/8970	501/1512/1
Read routine Chinese in familiar everyday work situations	Y/601/8971	501/1513/3
Write Chinese using routine language in familiar everyday work situations	D/601/8972	501/1508/X
Understand routine spoken French in familiar everyday work situations	J/601/8464	501/1783/X
Speak French using routine language in familiar everyday work situations	R/601/8466	501/1451/7
Read routine French in familiar everyday work situations	D/601/8468	501/1369/0
Write French using routine language in familiar everyday work situations	M/601/8474	501/1442/6
Understand routine spoken German in familiar everyday work situations	M/601/8491	501/1363/X
Speak German using routine language in familiar everyday work situations	A/601/8493	501/1360/4
Read routine German in familiar everyday work situations	F/601/8494	501/1373/2
Write German using routine language in familiar everyday work situations	J/601/8495	501/1365/3
Understand routine spoken Italian in familiar everyday work situations	F/601/8432	501/1467/0
Speak Italian using routine language in familiar everyday work situations	K/601/8439	501/1468/2
Read routine Italian in familiar everyday work situations	F/601/8446	501/1469/4
Write Italian using routine language in familiar everyday work situations	H/601/8455	501/1466/9
Understand routine spoken Spanish in familiar everyday work situations	L/601/8515	501/1457/8
Speak Spanish using routine language in familiar everyday work situations	R/601/8516	501/1455/4
Read routine Spanish in familiar everyday work situations	D/601/8518	501/1454/2

Unit title – Level 2	Unit code	Qualification Accreditation Number (QAN)
Write Spanish using routine language in familiar everyday work situations	H/601/8519	501/1456/6
Understand routine spoken Welsh in familiar everyday work situations	R/601/8435	501/2168/6
Speak Welsh using routine language in familiar everyday work situations	K/601/8442	501/2138/8
Read routine Welsh in familiar everyday work situations	R/601/8449	501/2170/4
Write Welsh using routine language in familiar everyday work situations	L/601/8482	501/2136/4
Unit title – Level 3		
Understand varied spoken Arabic in a range of work situations	Y/601/8694	501/1587/X
Speak Arabic using varied language in a range of work situations	D/601/8695	501/1805/5
Read varied Arabic in a range of work situations	H/601/8696	501/1595/9
Write Arabic using varied language in a range of work situations	K/601/8697	501/1594/7
Understand varied spoken Chinese in a range of work situations	H/601/8973	501/1514/5
Speak Chinese using varied language in a range of work situations	K/601/8974	501/1639/3
Read varied Chinese in a range of work situations	M/601/8975	501/1515/7
Write Chinese using varied language in a range of work situations	T/601/8976	501/1597/2
Understand varied spoken French in a range of work situations	A/601/8476	501/1458/X
Speak French using varied language in a range of work situations	F/601/8477	501/1459/1
Read varied French in a range of work situations	J/601/8478	501/1371/9
Write French using varied language in a range of work situations	L/601/8479	501/1370/7
Understand varied spoken German in a range of work situations	Y/601/8498	501/1374/4

Unit title – Level 3	Unit code	Qualification Accreditation Number (QAN)
Speak German using varied language in a range of work situations	L/601/8501	501/1440/2
Read varied German in a range of work situations	K/601/8506	501/1531/5
Write German using varied language in a range of work situations	T/601/8508	501/1441/4
Understand varied spoken Italian in a range of work situations	T/601/8489	501/1471/2
Speak Italian using varied language in a range of work situations	D/601/8504	501/1472/4
Read varied Italian in a range of work situations	Y/601/8520	501/1474/8
Write Italian using varied language in a range of work situations	D/601/8535	501/1470/0
Understand varied spoken Spanish in a range of work situations	H/601/8522	501/1453/0
Speak Spanish using varied language in a range of work situations	M/601/8524	501/1784/1
Read varied Spanish in a range of work situations	A/601/8526	501/1364/1
Write Spanish using varied language in a range of work situations	F/601/8527	501/1782/8
Understand varied spoken Welsh in a range of work situations	L/601/8496	501/2172/8
Speak Welsh using varied language in a range of work situations	M/601/8507	501/2171/6
Read varied Welsh in a range of work situations	D/602/5730	501/2169/8
Write Welsh using varied language in a range of work situations	K/601/8537	501/2173/X

These qualifications and units have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website <http://www.edexcel.gov.uk/>

They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF unit code, which is listed in this specification.

The QCF qualification title and unit codes will appear on the learners' final certification documentation. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Key Features of the Edexcel Levels 1, 2 and 3 NVQs in Languages qualifications and units (QCF)

These qualifications and units:

- are nationally recognised qualifications
- are based on the language National Occupational Standards (NOS). The NOS, assessment strategy and qualification structures are owned by CILT
- have been developed in collaboration with CILT the Sector Skills Council.

What is the purpose of these qualifications and units?

Edexcel NVQs in Languages qualifications and units (QCF) are available in the following languages:

- Arabic
- Chinese
- French
- German
- Italian
- Spanish
- Welsh.

Edexcel NVQ Language units (QCF) are available at Levels 1, 2 and 3 in the following skills:

- understanding
- speaking
- reading
- writing.

Using Edexcel NVQ Language units it is possible for learners to enter for units in a combination of skills and at different levels. For example, a learner weak in writing may enter Understanding and Speaking at Level 2 and Writing at Level 1.

Edexcel also offers a four unit **NVQ qualification** at Levels 1, 2, and 3. Learners entering for this qualification must submit all four units (understanding, speaking, reading, writing) at the same level.

It is important that the most appropriate level and progression route is selected for each learner.

Who are these qualifications and units for?

These qualifications and units are for all learners aged 14 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

Both units and qualifications are suitable for a variety of people including work-based employees and those engaged in further education, adult education or 14-19 learning at school. Units are often offered in centres as additional learning to complement and enhance learners' achievements in other qualification programmes.

The units and the qualifications are available at three different levels and are, therefore, suitable for a variety of learners - from complete beginners wishing to develop competence in a language at Level 1, to those wishing to build on existing skills and knowledge and seeking further achievement at Level 2 or advanced achievement at Level 3.

Units

The Edexcel language units have been produced to reward those learning and using another language in the workplace as well as those learning another language in preparation for entry into the workplace or for other work-related reasons.

The units are suitable for those focusing on specific language skills and who do not wish or need to develop all four language skills – understanding, speaking, reading and writing.

Qualifications

The qualifications will appeal to those seeking accreditation that recognises a full range of practical and applied language skills and who may not wish to take traditional, more academic language examinations.

What are the benefits of these qualifications and units to the learner and employer?

These qualifications and units recognise the learners' skills, knowledge and understanding of languages in the workplace. They give learners qualifications in the workplace that relate to their job area and promote good working practice.

What are the potential job roles for those working towards these qualifications and units?

These qualifications and units would be of benefit to those working, or intending to work, in the following sectors:

- travel and tourism
- business and marketing
- hospitality
- journalism/media
- banking
- retail
- engineering
- public service organisations (eg library, schools, hospitals, civil service departments such as HM Revenue and Customs or the Immigration and Nationality Directorate)
- customer service.

All of these sectors, and more, could involve interaction with non-English speaking customers, suppliers, clients, partners, visitors or members of the public, whether in this country or abroad. Forward-thinking employers will value languages skills in job-seekers, as well as wishing to enhance their existing employees' communicative skills for the worldwide market.

What progression opportunities are available to learners who achieve these qualifications and units?

More detailed information is available in *Annexe A*.

How are these qualifications and units graded and assessed?

The overall grade for these qualifications and units is a 'pass'. To gain a 'pass' for a qualification the learner must achieve all the required units within the specified qualification structure.

Learners must provide evidence of their competence for each learning outcome. This evidence can be provided through products of learners' work, observations, witness statements, simulation (where approved by the SSC), question and answers, expert witness statements etc.

Further information on the assessment methodology for these qualifications and units is given in the section entitled 'What are the assessment requirements for these qualifications and units?'

What is the qualification structure for the Edexcel Level 1 NVQ in Arabic/Chinese/French/German/Italian/Spanish/Welsh (QCF)?

Detailed information about individual units, including the credit value and unit level, can be found in the *Units* section of this specification.

To achieve the **qualification** at Level 1, a learner must achieve all the units Understanding, Speaking, Reading and Writing at the same level in the same language.

Learners must achieve *all* of the four mandatory units listed below.

Arabic

- Understand predictable spoken Arabic in familiar work situations
- Speak Arabic using predictable language in familiar work situations
- Read predictable Arabic text in familiar work situations
- Write Arabic using predictable language in familiar work situations

Chinese

- Understand predictable spoken Chinese in familiar work situations
- Speak Chinese using predictable language in familiar work situations
- Read predictable Chinese text in familiar work situations
- Write Chinese using predictable language in familiar work situations

French

- Understand predictable spoken French in familiar work situations
- Speak French using predictable language in familiar work situations
- Read predictable French text in familiar work situations
- Write French using predictable language in familiar work situations

German

- Understand predictable spoken German in familiar work situations
- Speak German using predictable language in familiar work situations
- Read predictable German text in familiar work situations
- Write German using predictable language in familiar work situations

Italian

- Understand predictable spoken Italian in familiar work situations
- Speak Italian using predictable language in familiar work situations
- Read predictable Italian text in familiar work situations
- Write Italian using predictable language in familiar work situations

Spanish

- Understand predictable spoken Spanish in familiar work situations
- Speak Spanish using predictable language in familiar work situations
- Read predictable Spanish text in familiar work situations
- Write Spanish using predictable language in familiar work situations

Welsh

- Understand predictable spoken Welsh in familiar work situations
- Speak Welsh using predictable language in familiar work situations
- Read predictable Welsh text in familiar work situations
- Write Welsh using predictable language in familiar work situations

What is the qualification structure for the Edexcel Level 2 NVQ in Arabic/Chinese/French/German/Italian/Spanish/Welsh (QCF)?

Detailed information about individual units, including the credit value and unit level, can be found in the *Units* section of this specification.

To achieve the **qualification** at Level 2, a learner must achieve all the units Understanding, Speaking, Reading and Writing at the same level in the same language.

Learners must achieve all of the four mandatory units listed below.

Arabic

- Understand routine spoken Arabic in familiar everyday work situations
- Speak Arabic using routine language in familiar everyday work situations
- Read routine Arabic in familiar everyday work situations
- Write Arabic using routine language in familiar everyday work situations

Chinese

- Understand routine spoken Chinese in familiar everyday work situations
- Speak Chinese using routine language in familiar everyday work situations
- Read routine Chinese in familiar everyday work situations
- Write Chinese using routine language in familiar everyday work situations

French

- Understand routine spoken French in familiar everyday work situations
- Speak French using routine language in familiar everyday work situations
- Read routine French in familiar everyday work situations
- Write French using routine language in familiar everyday work situations

German

- Understand routine spoken German in familiar everyday work situations
- Speak German using routine language in familiar everyday work situations
- Read routine German in familiar everyday work situations
- Write German using routine language in familiar everyday work situations

Italian

- Understand routine spoken Italian in familiar everyday work situations
- Speak Italian using routine language in familiar everyday work situations
- Read routine Italian in familiar everyday work situations
- Write Italian using routine language in familiar everyday work situations

Spanish

- Understand routine spoken Spanish in familiar everyday work situations
- Speak Spanish using routine language in familiar everyday work situations
- Read routine Spanish in familiar everyday work situations
- Write Spanish using routine language in familiar everyday work situations

Welsh

- Understand routine spoken Welsh in familiar everyday work situations
- Speak Welsh using routine language in familiar everyday work situations
- Read routine Welsh in familiar everyday work situations
- Write Welsh using routine language in familiar everyday work situations

What is the qualification structure for the Edexcel Level 3 NVQ in Arabic/Chinese/French/German/Italian/Spanish/Welsh (QCF)?

Detailed information about individual units, including the credit value and unit level, can be found in the *Units* section of this specification.

To achieve the **qualification** at Level 3, a learner must achieve all the units Understanding, Speaking, Reading and Writing at the same level in the same language.

Learners must achieve all of the four mandatory units listed below.

Arabic

- Understand varied spoken Arabic in a range of work situations
- Speak Arabic using varied language in a range of work situations
- Read varied Arabic in a range of work situations
- Write Arabic using varied language in a range of work situations

Chinese

- Understand varied spoken Chinese in a range of work situations
- Speak Chinese using varied language in a range of work situations
- Read varied Chinese in a range of work situations
- Write Chinese using varied language in a range of work situations

French

- Understand varied spoken French in a range of work situations
- Speak French using varied language in a range of work situations
- Read varied French in a range of work situations
- Write French using varied language in a range of work situations

German

- Understand varied spoken German in a range of work situations
- Speak German using varied language in a range of work situations
- Read varied German in a range of work situations
- Write German using varied language in a range of work situations

Italian

- Understand varied spoken Italian in a range of work situations
- Speak Italian using varied language in a range of work situations
- Read varied Italian in a range of work situations
- Write Italian using varied language in a range of work situations

Spanish

- Understand varied spoken Spanish in a range of work situations
- Speak Spanish using varied language in a range of work situations
- Read varied Spanish in a range of work situations
- Write Spanish using varied language in a range of work situations

Welsh

- Understand varied spoken Welsh in a range of work situations
- Speak Welsh using varied language in a range of work situations
- Read varied Welsh in a range of work situations
- Write Welsh using varied language in a range of work situations

What are the assessment requirements for these qualifications and units?

These qualifications and units are designed to be assessed in the workplace, or in conditions resembling the workplace – as specified in the assessment requirements/strategy for the sector. Learners should be assessed when they can consistently meet the standard required in the assessment criterion.

Learners must be able to demonstrate that they are competent in each assessment criterion within a unit. There will be instances when the learner is able to use one piece of evidence to prove their competence across different assessment criteria. There may also be evidence which is relevant across different units. It is therefore not necessary for the learner to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria that the evidence relates to.

Assessment strategy

The assessment requirements/strategy for these qualifications have been developed by CILT in partnership with employers, training providers, awarding organisation and the regulatory authorities.

They include details on:

- simulation
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment.

Please see *Annexe B* for further details.

All assessment is criterion-referenced, based on the evidence required to achieve all of the specified learning outcomes. To achieve a unit the learner must:

- achieve all the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each
- provide evidence that it is their own work, appropriate to the work context and sufficient to demonstrate that they have the knowledge, skills and understanding for each assessment criteria within the unit.
- cross-reference evidence within and between units. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

Evidence of competence may come from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace

- the **recognition of prior learning (RPL)** - where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, units or a whole qualification.
- a **combination** of these.

It is important that the evidence is:

- Valid is relevant to the standards for which competence is claimed. Does it meet the minimum standard required?
- Authentic is produced by the learner
- Current is sufficiently recent to create confidence that the same skill, understanding and knowledge persist at the time of the claim
- Reliable indicates that the learner can consistently perform at this level
- Sufficient fully meets the requirements of the standards in spirit as well as to the letter.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria.

Evidence may include:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements – witness testimony
- expert witness testimony
- evidence of recognition of prior learning.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

What does a centre need to offer these qualifications and units?

Centre recognition

Centres that have not previously offered Edexcel qualifications will need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is available in *Annexe C*.

What resources are required to deliver these qualifications and units?

These qualifications and units are designed to support learners working in the sector or preparing for work. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes and must be of industry standard.

Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Functional Skills and Essential Skills Wales

Functional Skills have been developed to provide young people and adults with the core transferable skills they need to help them adapt and learn through their working life and in a changing economy. Functional Skills replace key skills in all apprenticeship frameworks from September 2010. From September 2010 Level 2 apprenticeship frameworks require the apprentice to gain Functional Skills qualifications in Mathematics and English at a minimum of Level 1.

If learners have already achieved Level 1 Functional Skills English and/or Level 1 Functional Skills Mathematics the employer may allow the learner to study for a Functional Skills qualification at Level 2 as part of the Apprenticeship framework.

Edexcel are accredited to offer Essential Skills Wales Entry to Level 4 qualifications.

Unit format

Each unit in this specification contains the following sections:

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This is the unit owner's reference number for the specified unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	

Level 1 units

Unit 1: Understand predictable spoken Arabic in familiar work situations

Unit reference number: Y/601/8663

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to understand predictable Arabic in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand predictable social interaction	<p>1.1 Recognise from short and predictable conversations when spoken clearly:</p> <ul style="list-style-type: none"> a greetings b introductions c leave taking d thanks e apologies <p>1.2 Follow key spoken and non-verbal polite conventions</p>			
2 Be able to understand spoken communication in a range of predictable situations	<p>2.1 Follow predictable:</p> <ul style="list-style-type: none"> a questions b key facts and statements c main themes of simple conversations d short sequences of instructions or directions e simple requests or invitations f simple opinions g expressions of simple feelings 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
3 Be able to understand a simple range of vocabulary	3.1 Recognise: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
4 Be able to understand a simple range of common grammatical forms	4.1 Recognise the meaning of simple grammatical forms a common verbs b references to past, present and future c simple negatives d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 2: **Speak Arabic using predictable language in familiar work situations**

Unit reference number: H/601/8665

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to speak predictable Arabic in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact by speaking Arabic	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a greetings b introductions c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for repetition and explanation <p>1.3 Use key spoken/signed and non verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate by speaking a limited range of words and simple sentences in a range of predictable and familiar situations	2.1 Express in simple terms <ul style="list-style-type: none"> a simple questions b simple facts or answers to questions c simple requests d simple invitations e simple wishes or needs f simple opinions 2.2 Speak accurately enough to be understood 2.3 Pronounce the language clearly enough to be understood			
3 Be able to use a simple range of vocabulary	3.1 Use: <ul style="list-style-type: none"> a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a simple range of grammatical forms	4.1 Use simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: **Read predictable Arabic text in familiar work situations**

Unit reference number: A/601/8672

QCF Level: 1

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to read predictable Arabic in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand simple messages written in predictable Arabic	<p>1.1 Identify predictable</p> <ul style="list-style-type: none"> a written signs b safety warnings c notices <p>1.2 Respond to simple forms</p>			
2 Be able to understand simple communications written in predictable Arabic	<p>2.1 Respond to simple written communications</p> <ul style="list-style-type: none"> a simple questions b simple invitations c simple requests d simple expressions of feelings 			
3 Be able to understand articles written in predictable Arabic on familiar work and social topics	<p>3.1 Identify from short texts written with common, predictable vocabulary and simple sentences</p> <ul style="list-style-type: none"> a the main theme or purpose b key facts or specific details c numerical information 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
4 Be able to understand a simple range of vocabulary	4.1 Recognise simple vocabulary: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
5 Be able to understand a simple range of common grammatical forms	5.1 Recognise the meaning of simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
6 Be able to use reference sources	6.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: **Write Arabic using predictable language in familiar work situations**

Unit reference number: R/601/8676

QCF Level: 1

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to write predictable Arabic in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write predictable messages in simple Arabic to carry out familiar tasks	1.1 Start and end messages politely: <ul style="list-style-type: none"> a formally b informally 1.2 Communicate: <ul style="list-style-type: none"> a thanks b apologies c simple information d simple requests for information or services e simple instructions or directions f simple wishes or needs g simple opinions or feelings 1.3 Write accurately enough to be understood when using simple, familiar words and phrases			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
2 Be able to use a simple range of vocabulary	2.1 Use simple vocabulary a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
3 Be able to use a simple range of grammatical forms	3.1 Use simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
4 Be able to use reference sources	4.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 5: Understand predictable spoken Chinese in familiar work situations

Unit reference number: A/601/8963

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to understand simple Chinese in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand predictable social interaction	<p>1.1 Recognise from short and predictable conversations when spoken clearly:</p> <ul style="list-style-type: none"> a greetings b introductions c leave taking d thanks e apologies <p>1.2 Follow key spoken and non-verbal polite conventions</p>			
2 Be able to understand spoken communication in a range of predictable situations	<p>2.1 Follow predictable:</p> <ul style="list-style-type: none"> a questions b key facts and statements c main themes of simple conversations d short sequences of instructions or directions e simple requests or invitations f simple opinions g expressions of simple feelings 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
3 Be able to understand a simple range of vocabulary	3.1 Recognise: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
4 Be able to understand a simple range of common grammatical forms	4.1 Recognise the meaning of simple grammatical forms a common verbs b references to past, present and future c simple negatives d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 6: Speak Chinese using predictable language in familiar work situations

Unit reference number: F/601/8964

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to speak simple Chinese in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact by speaking Chinese	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a greetings b introductions c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for repetition and explanation <p>1.3 Use key spoken/signed and non verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate by speaking a limited range of words and simple sentences in a range of predictable and familiar situations	2.1 Express in simple terms <ul style="list-style-type: none"> a simple questions b simple facts or answers to questions c simple requests d simple invitations e simple wishes or needs f simple opinions 2.2 Speak accurately enough to be understood 2.3 Pronounce the language clearly enough to be understood			
3 Be able to use a simple range of vocabulary	3.1 Use: <ul style="list-style-type: none"> a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a simple range of grammatical forms	4.1 Use simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 7: Read predictable Chinese text in familiar work situations

Unit reference number: R/601/8967

QCF Level: 1

Credit value: 6

Unit summary

The aim of this unit is to enable the learner to read simple Chinese in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand simple messages written in predictable Chinese	1.1 Identify predictable <ul style="list-style-type: none"> a written signs b safety warnings c notices 1.2 Respond to simple forms			
2 Be able to understand simple communications written in predictable Chinese	2.1 Respond to simple written communications <ul style="list-style-type: none"> a simple questions b simple invitations c simple requests d simple expressions of feelings 			
3 Be able to understand articles written in predictable Chinese on familiar work and social topics	3.1 Identify from short texts written with common, predictable vocabulary and simple sentences <ul style="list-style-type: none"> a the main theme or purpose b key facts or specific details c numerical information 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
4 Be able to understand a simple range of vocabulary	4.1 Recognise simple vocabulary: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
5 Be able to understand a simple range of common grammatical forms	5.1 Recognise the meaning of simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
6 Be able to use reference sources	6.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: **Write Chinese using predictable language in familiar work situations**

Unit reference number: Y/601/8968

QCF Level: 1

Credit value: 6

Unit summary

The aim of this unit is to enable the learner to understand simple Chinese in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
<p>1 Be able to write predictable messages in simple Chinese to carry out familiar tasks</p>	<p>1.1 Start and end messages politely:</p> <ul style="list-style-type: none"> a formally b informally <p>1.2 Communicate:</p> <ul style="list-style-type: none"> a thanks b apologies c simple information d simple requests for information or services e simple instructions or directions f simple wishes or needs g simple opinions or feelings <p>1.3 Write accurately enough to be understood when using simple, familiar words and phrases</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
2 Be able to use a simple range of vocabulary	2.1 Use simple vocabulary a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
3 Be able to use a simple range of grammatical forms	3.1 Use simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
4 Be able to use reference sources	4.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: Understand predictable spoken French in familiar work situations

Unit reference number: J/601/8383

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to understand predictable French in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand predictable social interaction	1.1 Recognise from short and predictable conversations when spoken clearly: <ul style="list-style-type: none"> a greetings b introductions c leave taking d thanks e apologies 1.2 Follow key spoken and non-verbal polite conventions			
2 Be able to understand spoken communication in a range of predictable situations	2.1 Follow predictable: <ul style="list-style-type: none"> a questions b key facts and statements c main themes of simple conversations d short sequences of instructions or directions e simple requests or invitations f simple opinions g expressions of simple feelings 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
3 Be able to understand a simple range of vocabulary	3.1 Recognise: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
4 Be able to understand a simple range of common grammatical forms	4.1 Recognise the meaning of simple grammatical forms a common verbs b references to past, present and future c simple negatives d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 10: **Speak French using predictable language in familiar work situations**

Unit reference number: M/601/8460

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to speak predictable French in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact by speaking French	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a greetings b introductions c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for repetition and explanation <p>1.3 Use key spoken/signed and non verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate by speaking a limited range of words and simple sentences in a range of predictable and familiar situations	2.1 Express in simple terms <ul style="list-style-type: none"> a simple questions b simple facts or answers to questions c simple requests d simple invitations e simple wishes or needs f simple opinions 2.2 Speak accurately enough to be understood 2.3 Pronounce the language clearly enough to be understood			
3 Be able to use a simple range of vocabulary	3.1 Use: <ul style="list-style-type: none"> a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a simple range of grammatical forms	4.1 Use simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 11: Read predictable French text in familiar work situations

Unit reference number: A/601/8462

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to read predictable French in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand simple messages written in predictable French	<p>1.1 Identify predictable</p> <ul style="list-style-type: none"> a written signs b safety warnings c notices <p>1.2 Respond to simple forms</p>			
2 Be able to understand simple communications written in predictable French	<p>2.1 Respond to simple written communications</p> <ul style="list-style-type: none"> a simple questions b simple invitations c simple requests d simple expressions of feelings 			
3 Be able to understand articles written in predictable French on familiar work and social topics	<p>3.1 Identify from short texts written with common, predictable vocabulary and simple sentences</p> <ul style="list-style-type: none"> a the main theme or purpose b key facts or specific details c numerical information 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
4 Be able to understand a simple range of vocabulary	4.1 Recognise simple vocabulary: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
5 Be able to understand a simple range of common grammatical forms	5.1 Recognise the meaning of simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
6 Be able to use reference sources	6.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 12: **Write French using predictable language in familiar work situations**

Unit reference number: F/601/8463

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to write predictable French in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
<p>1 Be able to write predictable messages in simple French to carry out familiar tasks</p>	<p>1.1 Start and end messages politely:</p> <ul style="list-style-type: none"> a formally b informally <p>1.2 Communicate:</p> <ul style="list-style-type: none"> a thanks b apologies c simple information d simple requests for information or services e simple instructions or directions f simple wishes or needs g simple opinions or feelings <p>1.3 Write accurately enough to be understood when using simple, familiar words and phrases</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
2 Be able to use a simple range of vocabulary	2.1 Use simple vocabulary a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
3 Be able to use a simple range of grammatical forms	3.1 Use simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
4 Be able to use reference sources	4.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 13: **Understand predictable spoken German in familiar work situations**

Unit reference number: F/601/8480

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to understand predictable German in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand predictable social interaction	1.1 Recognise from short and predictable conversations when spoken clearly: <ul style="list-style-type: none"> a greetings b introductions c leave taking d thanks e apologies 1.2 Follow key spoken and non-verbal polite conventions			
2 Be able to understand spoken communication in a range of predictable situations	2.1 Follow predictable: <ul style="list-style-type: none"> a questions b key facts and statements c main themes of simple conversations d short sequences of instructions or directions e simple requests or invitations f simple opinions g expressions of simple feelings 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
3 Be able to understand a simple range of vocabulary	3.1 Recognise: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
4 Be able to understand a simple range of common grammatical forms	4.1 Recognise the meaning of simple grammatical forms a common verbs b references to past, present and future c simple negatives d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 14: Speak German using predictable language in familiar work situations

Unit reference number: D/601/8485

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to speak predictable German in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact by speaking German	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a greetings b introductions c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for repetition and explanation <p>1.3 Use key spoken/signed and non verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate by speaking a limited range of words and simple sentences in a range of predictable and familiar situations	2.1 Express in simple terms <ul style="list-style-type: none"> a simple questions b simple facts or answers to questions c simple requests d simple invitations e simple wishes or needs f simple opinions 2.2 Speak accurately enough to be understood 2.3 Pronounce the language clearly enough to be understood			
3 Be able to use a simple range of vocabulary	3.1 Use: <ul style="list-style-type: none"> a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a simple range of grammatical forms	4.1 Use simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 15: Read predictable German text in familiar work situations

Unit reference number: H/601/8486

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to read predictable German in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand simple messages written in predictable German	<p>1.1 Identify predictable</p> <ul style="list-style-type: none"> a written signs b safety warnings c notices <p>1.2 Respond to simple forms</p>			
2 Be able to understand simple communications written in predictable German	<p>2.1 Respond to simple written communications</p> <ul style="list-style-type: none"> a simple questions b simple invitations c simple requests d simple expressions of feelings 			
3 Be able to understand articles written in predictable German on familiar work and social topics	<p>3.1 Identify from short texts written with common, predictable vocabulary and simple sentences</p> <ul style="list-style-type: none"> a the main theme or purpose b key facts or specific details c numerical information 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
4 Be able to understand a simple range of vocabulary	4.1 Recognise simple vocabulary: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
5 Be able to understand a simple range of common grammatical forms	5.1 Recognise the meaning of simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
6 Be able to use reference sources	6.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 16: **Write German using predictable language in familiar work situations**

Unit reference number: K/601/8487

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to write predictable German in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
<p>1 Be able to write predictable messages in simple German to carry out familiar tasks</p>	<p>1.1 Start and end messages politely:</p> <ul style="list-style-type: none"> a formally b informally <p>1.2 Communicate:</p> <ul style="list-style-type: none"> a thanks b apologies c simple information d simple requests for information or services e simple instructions or directions f simple wishes or needs g simple opinions or feelings <p>1.3 Write accurately enough to be understood when using simple, familiar words and phrases</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
2 Be able to use a simple range of vocabulary	2.1 Use simple vocabulary a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
3 Be able to use a simple range of grammatical forms	3.1 Use simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
4 Be able to use reference sources	4.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 17: Understand predictable spoken Italian in familiar work situations

Unit reference number: T/601/8332

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to understand predictable Italian in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand predictable social interaction	<p>a Recognise from short and predictable conversations when spoken clearly:</p> <ul style="list-style-type: none"> - greetings - introductions - leave taking - thanks - apologies <p>b Follow key spoken and non-verbal polite conventions</p>			
2 Be able to understand spoken communication in a range of predictable situations	<p>2.1 Follow predictable:</p> <ul style="list-style-type: none"> a questions b key facts and statements c main themes of simple conversations d short sequences of instructions or directions e simple requests or invitations f simple opinions g expressions of simple feelings 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
3 Be able to understand a simple range of vocabulary	3.1 Recognise: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
4 Be able to understand a simple range of common grammatical forms	4.1 Recognise the meaning of simple grammatical forms a common verbs b references to past, present and future c simple negatives d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 18: **Speak Italian using predictable language in familiar work situations**

Unit reference number: F/601/8351

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to speak predictable Italian in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact by speaking Italian	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a greetings b introductions c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for repetition and explanation <p>1.3 Use key spoken/signed and non verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate by speaking a limited range of words and simple sentences in a range of predictable and familiar situations	2.1 Express in simple terms <ul style="list-style-type: none"> a simple questions b simple facts or answers to questions c simple requests d simple invitations e simple wishes or needs f simple opinions 2.2 Speak accurately enough to be understood 2.3 Pronounce the language clearly enough to be understood			
3 Be able to use a simple range of vocabulary	3.1 Use: <ul style="list-style-type: none"> a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a simple range of grammatical forms	4.1 Use simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 19: **Read predictable Italian text in familiar work situations**

Unit reference number: J/601/8366

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to read predictable Italian in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand simple messages written in predictable Italian	1.1 Identify predictable <ul style="list-style-type: none"> a written signs b safety warnings c notices 1.2 Respond to simple forms			
2 Be able to understand simple communications written in predictable Italian	2.1 Respond to simple written communications <ul style="list-style-type: none"> a simple questions b simple invitations c simple requests d simple expressions of feelings 			
3 Be able to understand articles written in predictable Italian on familiar work and social topics	3.1 Identify from short texts written with common, predictable vocabulary and simple sentences <ul style="list-style-type: none"> a the main theme or purpose b key facts or specific details c numerical information 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
4 Be able to understand a simple range of vocabulary	4.1 Recognise simple vocabulary: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
5 Be able to understand a simple range of common grammatical forms	5.1 Recognise the meaning of simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
6 Be able to use reference sources	6.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 20: **Write Italian using predictable language in familiar work situations**

Unit reference number: M/601/8376

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to write predictable Italian in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
<p>1 Be able to write predictable messages in simple Italian to carry out familiar tasks</p>	<p>1.1 Start and end messages politely:</p> <ul style="list-style-type: none"> a formally b informally <p>1.2 Communicate:</p> <ul style="list-style-type: none"> a thanks b apologies c simple information d simple requests for information or services e simple instructions or directions f simple wishes or needs g simple opinions or feelings <p>1.3 Write accurately enough to be understood when using simple, familiar words and phrases</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
2 Be able to use a simple range of vocabulary	2.1 Use simple vocabulary a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
3 Be able to use a simple range of grammatical forms	3.1 Use simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
4 Be able to use reference sources	4.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 21: Understand predictable spoken Spanish in familiar work situations

Unit reference number: A/601/8509

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to understand predictable Spanish in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand predictable social interaction	1.1 Recognise from short and predictable conversations when spoken clearly: <ul style="list-style-type: none"> a greetings b introductions c leave taking d thanks e apologies 1.2 Follow key spoken and non-verbal polite conventions			
2 Be able to understand spoken communication in a range of predictable situations	2.1 Follow predictable: <ul style="list-style-type: none"> a questions b key facts and statements c main themes of simple conversations d short sequences of instructions or directions e simple requests or invitations f simple opinions g expressions of simple feelings 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
3 Be able to understand a simple range of vocabulary	3.1 Recognise: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
4 Be able to understand a simple range of common grammatical forms	4.1 Recognise the meaning of simple grammatical forms a common verbs b references to past, present and future c simple negatives d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 22: Speak Spanish using predictable language in familiar work situations

Unit reference number: M/601/8510

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to speak predictable Spanish in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact by speaking Spanish	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a greetings b introductions c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for repetition and explanation <p>1.3 Use key spoken/signed and non verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate by speaking a limited range of words and simple sentences in a range of predictable and familiar situations	2.1 Express in simple terms <ul style="list-style-type: none"> a simple questions b simple facts or answers to questions c simple requests d simple invitations e simple wishes or needs f simple opinions 2.2 Speak accurately enough to be understood 2.3 Pronounce the language clearly enough to be understood			
3 Be able to use a simple range of vocabulary	3.1 Use: <ul style="list-style-type: none"> a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a simple range of grammatical forms	4.1 Use simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 23: Read predictable Spanish text in familiar work situations

Unit reference number: T/601/8511

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to read predictable Spanish in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand simple messages written in predictable Spanish	1.1 Identify predictable <ul style="list-style-type: none"> a written signs b safety warnings c notices 1.2 Respond to simple forms			
2 Be able to understand simple communications written in predictable Spanish	2.1 Respond to simple written communications <ul style="list-style-type: none"> a simple questions b simple invitations c simple requests d simple expressions of feelings 			
3 Be able to understand articles written in predictable Spanish on familiar work and social topics	3.1 Identify from short texts written with common, predictable vocabulary and simple sentences <ul style="list-style-type: none"> a the main theme or purpose b key facts or specific details c numerical information 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
4 Be able to understand a simple range of vocabulary	4.1 Recognise simple vocabulary: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
5 Be able to understand a simple range of common grammatical forms	5.1 Recognise the meaning of simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
6 Be able to use reference sources	6.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 24: **Write Spanish using predictable language in familiar work situations**

Unit reference number: A/601/8512

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to write predictable Spanish in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
<p>1 Be able to write predictable messages in simple Spanish to carry out familiar tasks</p>	<p>1.1 Start and end messages politely:</p> <ul style="list-style-type: none"> a formally b informally <p>1.2 Communicate:</p> <ul style="list-style-type: none"> a thanks b apologies c simple information d simple requests for information or services e simple instructions or directions f simple wishes or needs g simple opinions or feelings <p>1.3 Write accurately enough to be understood when using simple, familiar words and phrases</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
2 Be able to use a simple range of vocabulary	2.1 Use simple vocabulary a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time f simple numerical data (1-100, 24-hour clock, dates)			
3 Be able to use a simple range of grammatical forms	3.1 Use simple grammatical forms a common regular and irregular verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
4 Be able to use reference sources	4.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 25: **Understand predictable spoken
Welsh in familiar work situations**

Unit reference number: M/601/8345

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to understand predictable Welsh in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand predictable social interaction	<p>1.1 Recognise from short and predictable conversations when spoken clearly:</p> <ul style="list-style-type: none"> a greetings b introductions c leave taking d thanks e apologies <p>1.2 Follow key spoken and non-verbal polite conventions</p>			
2 Be able to understand spoken communication in a range of predictable situations	<p>2.1 Follow predictable:</p> <ul style="list-style-type: none"> a questions b key facts and statements c main themes of simple conversations d short sequences of instructions or directions e simple requests or invitations f simple opinions g expressions of simple feelings 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to understand a simple range of vocabulary	3.1 Recognise: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time and days of the week f simple numerical terms			
4 Be able to understand a simple range of common grammatical forms	4.1 Recognise the meaning of simple grammatical forms a common verbs b references to past, present and future c simple negatives d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 26: **Speak Welsh using predictable language in familiar work situations**

Unit reference number: L/601/8353

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to speak predictable Welsh in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact by speaking Welsh	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a greetings b introductions c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for repetition and explanation <p>1.3 Use key spoken/signed and non verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate by speaking a limited range of words and simple sentences in a range of predictable and familiar situations	2.1 Express in simple terms <ul style="list-style-type: none"> a simple questions b simple facts or answers to questions c simple requests d simple invitations e simple wishes or needs f simple opinions 2.2 Speak accurately enough to be understood 2.3 Pronounce the language clearly enough to be understood			
3 Be able to use a simple range of vocabulary	3.1 Use: <ul style="list-style-type: none"> a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time and days of the week f simple numerical terms 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a simple range of grammatical forms	4.1 Use simple grammatical forms a common verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in predictable speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 27: **Read predictable Welsh text in familiar work situations**

Unit reference number: Y/601/8372

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to read predictable Welsh in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand simple messages written in predictable Welsh	<p>1.1 Identify predictable</p> <ul style="list-style-type: none"> a written signs b safety warnings c notices <p>1.2 Respond to simple forms</p>			
2 Be able to understand simple communications written in predictable Welsh	<p>2.1 Respond to simple written communications</p> <ul style="list-style-type: none"> a simple questions b simple invitations c simple requests d simple expressions of feelings 			
3 Be able to understand articles written in predictable Welsh on familiar work and social topics	<p>3.1 Identify from short texts written with common, predictable vocabulary and simple sentences</p> <ul style="list-style-type: none"> a the main theme or purpose b key facts or specific details c simple numerical information 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
4 Be able to understand a simple range of vocabulary	4.1 Recognise simple vocabulary: a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time and days of the week f simple numerical information			
5 Be able to understand a simple range of common grammatical forms	5.1 Recognise the meaning of simple grammatical forms a common verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
6 Be able to use reference sources	6.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 28: **Write Welsh using predictable language in familiar work situations**

Unit reference number: A/601/8378

QCF Level: 1

Credit value: 3

Unit summary

The aim of this unit is to enable the learner to write simple Welsh in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
<p>1 Be able to write predictable messages in simple Welsh to carry out familiar tasks</p>	<p>1.1 Start and end messages politely:</p> <ul style="list-style-type: none"> a formally b informally <p>1.2 Communicate:</p> <ul style="list-style-type: none"> a thanks b apologies c simple information d simple requests for information or services e simple instructions or directions f simple wishes or needs g simple opinions or feelings <p>1.3 Write accurately enough to be understood when using simple, familiar words and phrases</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
2 Be able to use a simple range of vocabulary	2.1 Use simple vocabulary a simple everyday vocabulary b key work terms c simple connectors d common set phrases expressing politeness e simple expressions of time and days of the week f simple numerical terms			
3 Be able to use a simple range of grammatical forms	3.1 Use simple grammatical forms a common verbs b references to past, present and future c simple negative forms d common instructions e common questions f simple ways of expressing opinions			
4 Be able to use reference sources	4.1 Use reference sources to find out or confirm meaning of words in predictable text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Level 2 units

Unit 29: Understand routine spoken Arabic in familiar everyday work situations

Unit reference number: H/601/8682

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to understand routine Arabic in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand routine social and work-related interaction	1.1 Recognise routine: <ul style="list-style-type: none"> a greetings b introductions c leave taking d thanks e apologies 1.2 Recognise key variations in pronunciation 1.3 Follow key spoken and non-verbal polite conventions			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to follow spoken communication in a range of familiar work situations	<p>2.1 Follow from common everyday language spoken clearly and in familiar situations:</p> <ul style="list-style-type: none"> a questions on everyday matters b the overall theme of conversations, descriptions or accounts c key facts and details d instructions or directions – recognising their urgency or priority e requests f everyday <ul style="list-style-type: none"> - feelings - needs - preferences - opinions <p>2.2 Recognise the time-frame of accounts – whether past, present or future</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to understand a range of everyday vocabulary	3.1 Recognise: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 30: Speak Arabic using routine language in familiar everyday work situations

Unit reference number: F/601/8687

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to speak routine Arabic in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact by speaking Arabic	<p>1.1 Use appropriate phrases for</p> <ul style="list-style-type: none"> a greeting b initiating a conversation c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation:</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for time to think d ask for repetition or explanation <p>1.3 Use everyday spoken/signed and non-verbal polite conventions</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
<p>2 Be able to communicate by speaking in a range of routine situations and on familiar topics</p>	<p>2.1 Express, combining words and set phrases with common sentence structures:</p> <ul style="list-style-type: none"> a routine questions b familiar information or answers to questions c routine requests d invitations e brief advice, suggestions or instructions f routine wishes and needs g straightforward opinions h routine accounts of events - in the past - in the present - in the future <p>2.2 Speak accurately enough to be understood</p> <p>2.3 Pronounce the language accurately</p>			
<p>3 Be able to use a range of everyday vocabulary</p>	<p>3.1 Use:</p> <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a common verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 31: **Read routine Arabic in familiar everyday work situations**

Unit reference number: F/601/8690

QCF Level: 2

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to read routine Arabic in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand everyday messages written in familiar Arabic	1.1 Follow everyday messages or e-mails 1.2 Recognise the difference between formal and informal correspondence			
2 Be able to understand routine communications in Arabic	2.1 Identify: a the purpose or overall theme of texts b specific details c the time-frame of accounts – whether events are past, present or future d routine instructions or advice e routine questions or enquiries f routine opinions g information presented in charts or diagrams			
3 Be able to understand a range of everyday vocabulary	3.1 Recognise: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms <ul style="list-style-type: none"> a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission 			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 32: **Write Arabic using routine language in familiar everyday work situations**

Unit reference number: L/601/8692

QCF Level: 2

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to write routine Arabic in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write everyday communications in Arabic	1.1 Write, using the right form of address and starting and ending correctly: <ul style="list-style-type: none"> a routine formal messages b routine informal messages 			
2 Be able to communicate in everyday written Arabic	2.1 Write to express: <ul style="list-style-type: none"> a routine information, descriptions or explanations about everyday events <ul style="list-style-type: none"> - in the past - in the present - in the future b routine requests for information or services c routine questions or enquiries d routine invitations e routine instructions or advice f routine opinions or feelings 2.2 Write accurately when using familiar, everyday words and phrases			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a range of everyday vocabulary	3.1 Use: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 33: Understand routine spoken Chinese in familiar everyday work situations

Unit reference number: D/601/8969

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to understand routine Chinese in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand routine social and work-related interaction	1.1 Recognise routine: <ul style="list-style-type: none"> a greetings b introductions c leave taking d thanks e apologies 1.2 Recognise key variations in pronunciation 1.3 Follow key spoken and non-verbal polite conventions			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to follow spoken communication in a range of familiar work situations	<p>2.1 Follow from common everyday language spoken clearly and in familiar situations:</p> <ul style="list-style-type: none"> a questions on everyday matters b the overall theme of conversations, descriptions or accounts c key facts and details d instructions or directions – recognising their urgency or priority e requests f everyday <ul style="list-style-type: none"> – feelings – needs – preferences – opinions <p>2.2 Recognise the time-frame of accounts – whether past, present or future</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
3 Be able to understand a range of everyday vocabulary	3.1 Recognise: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 34: Speak Chinese using routine language in familiar everyday work situations

Unit reference number: R/601/8970

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to speak routine Chinese in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact by speaking Chinese	<p>1.1 Use appropriate phrases for</p> <ul style="list-style-type: none"> a greeting b initiating a conversation c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation:</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for time to think d ask for repetition or explanation <p>1.3 Use everyday spoken/signed and non-verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate by speaking in a range of routine situations and on familiar topics	2.1 Express, combining words and set phrases with common sentence structures: <ul style="list-style-type: none"> a routine questions b familiar information or answers to questions c routine requests d invitations e brief advice, suggestions or instructions f routine wishes and needs g straightforward opinions h routine accounts of events <ul style="list-style-type: none"> - in the past - in the present - in the future 2.2 Speak accurately enough to be understood 2.3 Pronounce the language accurately			
3 Be able to use a range of everyday vocabulary	3.1 Use: <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a common verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 35: **Read routine Chinese in familiar everyday work situations**

Unit reference number: Y/601/8971

QCF Level: 2

Credit value: 9

Unit summary

The aim of this unit is to enable the learner to read routine Chinese in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand everyday messages written in familiar Chinese	1.1 Follow everyday messages or e-mails 1.2 Recognise the difference between formal and informal correspondence			
2 Be able to understand routine communications in Chinese	2.1 Identify: <ul style="list-style-type: none"> a the purpose or overall theme of texts b specific details c the time-frame of accounts – whether events are past, present or future d routine instructions or advice e routine questions or enquiries f routine opinions g information presented in charts or diagrams 			
3 Be able to understand a range of everyday vocabulary	3.1 Recognise: <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 36: **Write Chinese using routine language in familiar everyday work situations**

Unit reference number: D/601/8972

QCF Level: 2

Credit value: 9

Unit summary

The aim of this unit is to enable the learner to write routine Chinese in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write everyday communications in Chinese	1.1 Write, using the right form of address and starting and ending correctly: <ul style="list-style-type: none"> a routine formal messages b routine informal messages 			
2 Be able to communicate in everyday written Chinese	2.1 Write to express: <ul style="list-style-type: none"> a routine information, descriptions or explanations about everyday events <ul style="list-style-type: none"> - in the past - in the present - in the future b routine requests for information or services c routine questions or enquiries d routine invitations e routine instructions or advice f routine opinions or feelings 2.2 Write accurately when using familiar, everyday words and phrases			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
3 Be able to use a range of everyday vocabulary	3.1 Use: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 37: Understand routine spoken French in familiar everyday work situations

Unit reference number: J/601/8464

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to understand routine French in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand routine social and work-related interaction	1.1 Recognise routine: <ul style="list-style-type: none"> a greetings b introductions c leave taking d thanks e apologies 1.2 Recognise key variations in pronunciation 1.3 Follow key spoken and non verbal polite conventions			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to follow spoken communication in a range of familiar work situations	<p>2.1 Follow from common everyday language spoken clearly and in familiar situations:</p> <ul style="list-style-type: none"> a questions on everyday matters b the overall theme of conversations, descriptions or accounts c key facts and details d instructions or directions – recognising their urgency or priority e requests f everyday <ul style="list-style-type: none"> – feelings – needs – preferences – opinions <p>2.2 Recognise the time-frame of accounts – whether past, present or future</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to understand a range of everyday vocabulary	3.1 Recognise: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 38: **Speak French using routine language in familiar everyday work situations**

Unit reference number: R/601/8466

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to speak routine French in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact by speaking French	<p>1.1 Use appropriate phrases for</p> <ul style="list-style-type: none"> a greeting b initiating a conversation c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation:</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for time to think d ask for repetition or explanation <p>1.3 Use everyday spoken/signed and non-verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate by speaking in a range of routine situations and on familiar topics	2.1 Express, combining words and set phrases with common sentence structures: <ul style="list-style-type: none"> a routine questions b familiar information or answers to questions c routine requests d invitations e brief advice, suggestions or instructions f routine wishes and needs g straightforward opinions h routine accounts of events <ul style="list-style-type: none"> - in the past - in the present - in the future 2.2 Speak accurately enough to be understood 2.3 Pronounce the language accurately			
3 Be able to use a range of everyday vocabulary	3.1 Use: <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a common verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 39: **Read routine French in familiar everyday work situations**

Unit reference number: D/601/8468

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to read routine French in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand everyday messages written in familiar French	<p>1.1 Follow everyday messages or e-mails</p> <p>1.2 Recognise the difference between formal and informal correspondence</p>			
2 Be able to understand routine communications in French	<p>2.1 Identify:</p> <ul style="list-style-type: none"> a the purpose or overall theme of texts b specific details c the time-frame of accounts – whether events are past, present or future d routine instructions or advice e routine questions or enquiries f routine opinions g information presented in charts or diagrams 			
3 Be able to understand a range of everyday vocabulary	<p>3.1 Recognise:</p> <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms <ul style="list-style-type: none"> a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission 			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
(if sampled)

Unit 40: Write French using routine language in familiar everyday work situations

Unit reference number: M/601/8474

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to write routine French in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write everyday communications in French	1.1 Write, using the right form of address and starting and ending correctly: <ul style="list-style-type: none"> a routine formal messages b routine informal messages 			
2 Be able to communicate in everyday written French	2.1 Write to express: <ul style="list-style-type: none"> a routine information, descriptions or explanations about everyday events <ul style="list-style-type: none"> - in the past - in the present - in the future b routine requests for information or services c routine questions or enquiries d routine invitations e routine instructions or advice f routine opinions or feelings 2.2 Write accurately when using familiar, everyday words and phrases			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a range of everyday vocabulary	3.1 Use: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 41: Understand routine spoken German in familiar everyday work situations

Unit reference number: M/601/8491

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to understand routine German in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand routine social and work-related interaction	1.1 Recognise routine: <ul style="list-style-type: none"> a greetings b introductions c leave taking d thanks e apologies 1.2 Recognise key variations in pronunciation 1.3 Follow key spoken and non-verbal polite conventions			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to follow spoken communication in a range of familiar work situations	<p>2.1 Follow from common everyday language spoken clearly and in familiar situations:</p> <ul style="list-style-type: none"> a questions on everyday matters b the overall theme of conversations, descriptions or accounts c key facts and details d instructions or directions – recognising their urgency or priority e requests f everyday <ul style="list-style-type: none"> - feelings - needs - preferences - opinions <p>2.2 Recognise the time-frame of accounts – whether past, present or future</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
3 Be able to understand a range of everyday vocabulary	3.1 Recognise: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 42: Speak German using routine language in familiar everyday work situations

Unit reference number: A/601/8493

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to speak routine German in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
<p>1 Be able to maintain social contact by speaking German</p>	<p>1.1 Use appropriate phrases for</p> <ul style="list-style-type: none"> a greeting b initiating a conversation c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation:</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for time to think d ask for repetition or explanation <p>1.3 Use everyday spoken/signed and non-verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate by speaking in a range of routine situations and on familiar topics	2.1 Express, combining words and set phrases with common sentence structures: <ul style="list-style-type: none"> a routine questions b familiar information or answers to questions c routine requests d invitations e brief advice, suggestions or instructions f routine wishes and needs g straightforward opinions h routine accounts of events <ul style="list-style-type: none"> - in the past - in the present - in the future 2.2 Speak accurately enough to be understood 2.3 Pronounce the language accurately			
3 Be able to use a range of everyday vocabulary	3.1 Use: <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a common verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 43: **Read routine German in familiar everyday work situations**

Unit reference number: F/601/8494

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to read routine German in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand everyday messages written in familiar German	1.1 Follow everyday messages or e-mails 1.2 Recognise the difference between formal and informal correspondence			
2 Be able to understand routine communications in German	2.1 Identify: <ul style="list-style-type: none"> a the purpose or overall theme of texts b specific details c the time-frame of accounts – whether events are past, present or future d routine instructions or advice e routine questions or enquiries f routine opinions g information presented in charts or diagrams 			
3 Be able to understand a range of everyday vocabulary	3.1 Recognise: <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms <ul style="list-style-type: none"> a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission 			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 44: Write German using routine language in familiar everyday work situations

Unit reference number: J/601/8495

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to write routine German in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write everyday communications in German	1.1 Write, using the right form of address and starting and ending correctly: <ul style="list-style-type: none"> a routine formal messages b routine informal messages 			
2 Be able to communicate in everyday written German	2.1 Write to express: <ul style="list-style-type: none"> a routine information, descriptions or explanations about everyday events <ul style="list-style-type: none"> - in the past - in the present - in the future b routine requests for information or services c routine questions or enquiries d routine invitations e routine instructions or advice f routine opinions or feelings 2.2 Write accurately when using familiar, everyday words and phrases			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a range of everyday vocabulary	3.1 Use: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 45: Understand routine spoken Italian in familiar everyday work situations

Unit reference number: F/601/8432

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to understand routine Italian in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand routine social and work-related interaction	1.1 Recognise routine: a greetings b introductions c leave taking d thanks e apologies 1.2 Recognise key variations in pronunciation 1.3 Follow key spoken and non-verbal polite conventions			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to follow spoken communication in a range of familiar work situations	<p>2.1 Follow from common everyday language spoken clearly and in familiar situations:</p> <ul style="list-style-type: none"> a questions on everyday matters b the overall theme of conversations, descriptions or accounts c key facts and details d instructions or directions – recognising their urgency or priority e requests f everyday <ul style="list-style-type: none"> – feelings – needs – preferences – opinions <p>2.2 Recognise the time-frame of accounts – whether past, present or future</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to understand a range of everyday vocabulary	3.1 Recognise: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 46: **Speak Italian using routine language in familiar everyday work situations**

Unit reference number: K/601/8439

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to speak routine Italian in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact by speaking Italian	<p>1.1 Use appropriate phrases for</p> <ul style="list-style-type: none"> a greeting b initiating a conversation c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation:</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for time to think d ask for repetition or explanation <p>1.3 Use everyday spoken/signed and non-verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate by speaking in a range of routine situations and on familiar topics	2.1 Express, combining words and set phrases with common sentence structures: <ul style="list-style-type: none"> a routine questions b familiar information or answers to questions c routine requests d invitations e brief advice, suggestions or instructions f routine wishes and needs g straightforward opinions h routine accounts of events <ul style="list-style-type: none"> - in the past - in the present - in the future 2.2 Speak accurately enough to be understood 2.3 Pronounce the language accurately			
3 Be able to use a range of everyday vocabulary	3.1 Use: <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a common verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 47: **Read routine Italian in familiar everyday work situations**

Unit reference number: F/601/8446

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to read routine Italian in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand everyday messages written in familiar Italian	1.1 Follow everyday messages or e-mails 1.2 Recognise the difference between formal and informal correspondence			
2 Be able to understand routine communications in Italian	2.1 Identify: <ul style="list-style-type: none"> a the purpose or overall theme of texts b specific details c the time-frame of accounts – whether events are past, present or future d routine instructions or advice e routine questions or enquiries f routine opinions g information presented in charts or diagrams 			
3 Be able to understand a range of everyday vocabulary	3.1 Recognise: <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms <ul style="list-style-type: none"> a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission 			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 48: **Write Italian using routine language in familiar everyday work situations**

Unit reference number: H/601/8455

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to write routine Italian in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write everyday communications in Italian	1.1 Write, using the right form of address and starting and ending correctly: <ul style="list-style-type: none"> a routine formal messages b routine informal messages 			
2 Be able to communicate in everyday written Italian	2.1 Write to express: <ul style="list-style-type: none"> a routine information, descriptions or explanations about everyday events <ul style="list-style-type: none"> - in the past - in the present - in the future b routine requests for information or services c routine questions or enquiries d routine invitations e routine instructions or advice f routine opinions or feelings 2.2 Write accurately when using familiar, everyday words and phrases			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a range of everyday vocabulary	3.1 Use: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 49: **Understand routine spoken Spanish in familiar everyday work situations**

Unit reference number: L/601/8515

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to understand routine Spanish in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand routine social and work-related interaction	1.1 Recognise routine: a greetings b introductions c leave taking d thanks e apologies 1.2 Recognise key variations in pronunciation 1.3 Follow key spoken and non-verbal polite conventions			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to follow spoken communication in a range of familiar work situations	<p>2.1 Follow from common everyday language spoken clearly and in familiar situations:</p> <ul style="list-style-type: none"> a questions on everyday matters b the overall theme of conversations, descriptions or accounts c key facts and details d instructions or directions – recognising their urgency or priority e requests f everyday <ul style="list-style-type: none"> – feelings – needs – preferences – opinions <p>2.2 Recognise the time-frame of accounts – whether past, present or future</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
3 Be able to understand a range of everyday vocabulary	3.1 Recognise: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 50: Speak Spanish using routine language in familiar everyday work situations

Unit reference number: R/601/8516

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to speak routine Spanish in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
<p>1 Be able to maintain social contact by speaking Spanish</p>	<p>1.1 Use appropriate phrases for</p> <ul style="list-style-type: none"> a greeting b initiating a conversation c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation:</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for time to think d ask for repetition or explanation <p>1.3 Use everyday spoken/signed and non-verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2. Be able to communicate by speaking in a range of routine situations and on familiar topics	<p>2.1 Express, combining words and set phrases with common sentence structures:</p> <ul style="list-style-type: none"> a routine questions b familiar information or answers to questions c routine requests d invitations e brief advice, suggestions or instructions f routine wishes and needs g straightforward opinions h routine accounts of events - in the past - in the present - in the future <p>2.2 Speak accurately enough to be understood</p> <p>2.3 Pronounce the language accurately</p>			
3 Be able to use a range of everyday vocabulary	<p>3.1 Use:</p> <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a common verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 51: **Read routine Spanish in familiar everyday work situations**

Unit reference number: D/601/8518

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to read routine Spanish in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand everyday messages written in familiar Spanish	<p>1.1 Follow everyday messages or e-mails</p> <p>1.2 Recognise the difference between formal and informal correspondence</p>			
2 Be able to understand routine communications in Spanish	<p>2.1 Identify:</p> <ul style="list-style-type: none"> a the purpose or overall theme of texts b specific details c the time-frame of accounts – whether events are past, present or future d routine instructions or advice e routine questions or enquiries f routine opinions g information presented in charts or diagrams 			
3 Be able to understand a range of everyday vocabulary	<p>3.1 Recognise:</p> <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms <ul style="list-style-type: none"> a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission 			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 52: **Write Spanish using routine language in familiar everyday work situations**

Unit reference number: H/601/8519

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to write routine Spanish in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write everyday communications in Spanish	<p>1.1 Write, using the right form of address and starting and ending correctly:</p> <ul style="list-style-type: none"> a routine formal messages b routine informal messages 			
2 Be able to communicate in everyday written Spanish	<p>2.1 Write to express:</p> <ul style="list-style-type: none"> a routine information, descriptions or explanations about everyday events <ul style="list-style-type: none"> - in the past - in the present - in the future b routine requests for information or services c routine questions or enquiries d routine invitations e routine instructions or advice f routine opinions or feelings <p>2.2 Write accurately when using familiar, everyday words and phrases</p>			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
3 Be able to use a range of everyday vocabulary	3.1 Use: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand routine social and work-related interaction	1.1 Recognise routine: <ul style="list-style-type: none"> a greetings b introductions c leave taking d thanks e apologies 1.2 Recognise key variations in pronunciation 1.3 Follow key spoken and non-verbal polite conventions			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
<p>2 Be able to follow spoken communication in a range of familiar work situations</p>	<p>2.1 Follow from common everyday language spoken clearly and in familiar situations:</p> <ul style="list-style-type: none"> a questions on everyday matters b the overall theme of conversations, descriptions or accounts c key facts and details d instructions or directions – recognising their urgency or priority e requests f everyday <ul style="list-style-type: none"> – feelings – needs – preferences – opinions <p>2.2 Recognise the time-frame of accounts – whether past, present or future</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to understand a range of everyday vocabulary	3.1 Recognise: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 54: **Speak Welsh using routine language in familiar everyday work situations**

Unit reference number: K/601/8442

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to speak routine Welsh in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact by speaking Welsh	<p>1.1 Use appropriate phrases for</p> <ul style="list-style-type: none"> a greeting b initiating a conversation c thanking d apologising e leave taking <p>1.2 Use strategies to maintain conversation:</p> <ul style="list-style-type: none"> a say whether he/she has understood or not b check that the listener has understood c ask for time to think d ask for repetition or explanation <p>1.3 Use everyday spoken/signed and non-verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate by speaking in a range of routine situations and on familiar topics	2.1 Express, combining words and set phrases with common sentence structures: <ul style="list-style-type: none"> a routine questions b familiar information or answers to questions c routine requests d invitations e brief advice, suggestions or instructions f routine wishes and needs g straightforward opinions h routine accounts of events <ul style="list-style-type: none"> - in the past - in the present - in the future 2.2 Speak accurately enough to be understood 2.3 Pronounce the language accurately			
3 Be able to use a range of everyday vocabulary	3.1 Use: <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a common verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 55: **Read routine Welsh in familiar everyday work situations**

Unit reference number: R/601/8449

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to read routine Welsh in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand everyday messages written in familiar Welsh	1.1 Follow everyday messages or e-mails 1.2 Recognise the difference between formal and informal correspondence			
2 Be able to understand routine communications in Welsh	2.1 Identify: <ul style="list-style-type: none"> a the purpose or overall theme of texts b specific details c the time-frame of accounts – whether events are past, present or future d routine instructions or advice e routine questions or enquiries f routine opinions g information presented in charts or diagrams 			
3 Be able to understand a range of everyday vocabulary	3.1 Recognise: <ul style="list-style-type: none"> a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of everyday grammatical forms	4.1 Recognise the meaning of everyday grammatical forms <ul style="list-style-type: none"> a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission 			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
(if sampled)

Unit 56: **Write Welsh using routine language in familiar everyday work situations**

Unit reference number: L/601/8482

QCF Level: 2

Credit value: 5

Unit summary

The aim of this unit is to enable the learner to write routine Welsh in the context of familiar work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write everyday communications in Welsh	1.1 Write, using the right form of address and starting and ending correctly: <ul style="list-style-type: none"> a routine formal messages b routine informal messages 			
2 Be able to communicate in everyday written Welsh	2.1 Write to express: <ul style="list-style-type: none"> a routine information, descriptions or explanations about everyday events <ul style="list-style-type: none"> - in the past - in the present - in the future b routine requests for information or services c routine questions or enquiries d routine invitations e routine instructions or advice f routine opinions or feelings 2.2 Write accurately when using familiar, everyday words and phrases			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a range of everyday vocabulary	3.1 Use: a everyday vocabulary b key work terms c everyday connectors d everyday ways of expressing feelings e routine expressions of time and number (dates, quantities, all numbers)			
4 Be able to use a range of everyday grammatical forms	4.1 Use everyday grammatical forms a everyday verbs (past, present, future) b common ways of expressing positive and negative c common question words and ways of formulating questions d common ways of giving instructions e common ways of asking permission			
5 Be able to use reference sources	5.1 Use reference sources to find out or confirm meaning of words in routine text			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Level 3 units

**Unit 57: Understand varied spoken Arabic
in a range of work situations**

Unit reference number: Y/601/8694

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to understand routine Arabic in the context of varied work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand social interaction	<p>1.1 Recognise from conversations and discussions delivered clearly and at normal speed on a range of topics in different social and work situations:</p> <ul style="list-style-type: none"> a introductions b greetings c thanks d apologies e leave-taking <p>1.2 Recognise most common variations in pronunciation</p> <p>1.3 Distinguish between formal and informal language</p> <p>1.4 Follow everyday spoken and non-verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to understand spoken communication in a range of familiar work and social situations	2.1 Follow from language containing varied vocabulary and sentence structures: <ul style="list-style-type: none"> a questions or enquiries b requests c needs d feelings e humour f the general meaning of talks or discussions g specific details from everyday accounts h instructions or advice – recognising their urgency or priority 2.2 Distinguish opinions from facts 2.3 Recognise the time-frame of spoken accounts – whether past, present, future or conditional 2.4 Relay information from Arabic into his/her own language			
3 Be able to understand a broad range of vocabulary	3.1 Recognise: <ul style="list-style-type: none"> a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d terms for discussing numerical data (fractions, statistics, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of grammatical forms	4.1 Recognise: a major verb forms (present, past, future, conditional) b negatives c formal and informal ways of expressing permission and obligation d standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 58: **Speak Arabic using varied language in a range of work situations**

Unit reference number: D/601/8695

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to speak routine Arabic in the context of varied work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact with a speaker of Arabic	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a initiating a conversation b thanking c apologising d leave taking <p>1.2 Adapt style of language for formal and informal situations</p> <p>1.3 Use a range of spoken and non verbal cultural conventions</p> <p>1.4 Use strategies to keep a conversation going:</p> <ul style="list-style-type: none"> a show whether he/she is following a conversation b ask for repetition or clarification c ask for time to think 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Use varied language to communicate in a range of social and work-related situations	<p>2.1 Adapt a range of expressions and grammatical structures to express:</p> <ul style="list-style-type: none"> a information about events <ul style="list-style-type: none"> - in the past - in the present - in the future b advice or suggestions c instructions d requests e enquiries f a range of feelings g opinions or beliefs <p>2.2 Relay information from his/her own language into Arabic</p> <p>2.3 Maintain accuracy and fluency in familiar situations</p> <p>2.4 Use accurate pronunciation and intonation</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d pronouns e expressions to identify or discuss numerical data (fractions, statistics, all numbers)			
4 Be able to use a range of grammatical forms	4.1 Use major verb forms, positive and negative, to express: a present b past c future d conditional 4.2 Express modal verbs (can, must, want, should) 4.3 Use standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 59: **Read varied Arabic in a range of work situations**

Unit reference number: H/601/8696

QCF Level: 3

Credit value: 10

Unit summary

The aim of this unit is to enable the learner to read routine Arabic in the context of varied work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand varied types of work-related messages written in Arabic	1.1 Read varied a messages b e-mails c texts from Internet or other sources			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
<p>2 Be able to understand varied communications written in Arabic on a range of work and social topics</p>	<p>2.1 Identify the overall meaning of a range of texts</p> <p>2.2 Use knowledge of vocabulary and key grammatical features to identify specific details</p> <p>2.3 Identify the relevance of a range of texts</p> <p>2.4 Extract accurate numerical data from a text or visual source</p> <p>2.5 Follow</p> <ul style="list-style-type: none"> a enquiries b requests c complaints <p>2.6 Recognise</p> <ul style="list-style-type: none"> a their level of formality b their urgency or priority <p>2.7 Follow multi-step instructions or advice</p> <p>2.8 Distinguish opinions from facts in written texts</p> <p>2.9 Relay information from Arabic into his/her own language</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to understand a broad range of vocabulary	3.1 Recognise: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d expressions of numerical data			
4 Be able to understand a range of common grammatical forms	4.1 Recognise: a major verb tenses (present, past, future, conditional) b modal verbs expressing can, must, want, should c standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 60: Write Arabic using varied language in a range of work situations

Unit reference number: K/601/8697

QCF Level: 3

Credit value: 10

Unit summary

The aim of this unit is to enable the learner to write routine Arabic in the context of varied work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write correspondence on a range of topics for work and social purposes	1.1 Write, following accepted conventions: a formal messages b informal messages c e-mails d letters			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate in everyday written Arabic	<p>2.1 Write, using a variety of expressions and sentence structures:</p> <ul style="list-style-type: none"> a detailed information, descriptions or explanations b information about events covering a range of time frames: <ul style="list-style-type: none"> - past - present - future - conditional c detailed instructions or advice d detailed <ul style="list-style-type: none"> - enquiries - requests - invitations e detailed <ul style="list-style-type: none"> - opinions or beliefs - feelings <p>2.2 Relay information from his/her own language into written Arabic</p> <p>2.3 Maintain fluency and accuracy when writing on familiar topics</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d expressions of numerical data (fractions, statistics, all numbers)			
4 Be able to use a range of grammatical forms	4.1 Use: a major verb forms to express present, past, future, conditional b negatives c standard question forms 4.2 Express possibility, permission or obligation (can, must, want, should)			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 61: **Understand varied spoken Chinese in a range of work situations**

Unit reference number: H/601/8973

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to understand varied Chinese in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand social interaction	<p>1.1 Recognise from conversations and discussions delivered clearly and at normal speed on a range of topics in different social and work situations:</p> <ul style="list-style-type: none"> a introductions b greetings c thanks d apologies e leave-taking <p>1.2 Recognise most common variations in pronunciation</p> <p>1.3 Distinguish between formal and informal language</p> <p>1.4 Follow everyday spoken and non-verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to understand spoken communication in a range of familiar work and social situations	2.1 Follow from language containing varied vocabulary and sentence structures: <ul style="list-style-type: none"> a questions or enquiries b requests c needs d feelings e humour f the general meaning of talks or discussions g specific details from everyday accounts h instructions or advice – recognising their urgency or priority 2.2 Distinguish opinions from facts 2.3 Recognise the time-frame of spoken accounts – whether past, present, future or conditional 2.4 Relay information from Chinese into his/her own language			
3 Be able to understand a broad range of vocabulary	3.1 Recognise: <ul style="list-style-type: none"> a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d terms for discussing numerical data (fractions, statistics, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of grammatical forms	4.1 Recognise: a major verb forms (present, past, future, conditional) b negatives c formal and informal ways of expressing permission and obligation d standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 62: Speak Chinese using varied language in a range of work situations

Unit reference number: K/601/8974

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to speak varied Chinese in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact with a speaker of Chinese	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a initiating a conversation b thanking c apologising d leave taking <p>1.2 Adapt style of language for formal and informal situations</p> <p>1.3 Use a range of spoken and non verbal cultural conventions</p> <p>1.4 Use strategies to keep a conversation going:</p> <ul style="list-style-type: none"> a show whether he/she is following a conversation b ask for repetition or clarification c ask for time to think 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Use varied language to communicate in a range of social and work-related situations	<p>2.1 Adapt a range of expressions and grammatical structures to express:</p> <ul style="list-style-type: none"> a information about events <ul style="list-style-type: none"> - in the past - in the present - in the future b advice or suggestions c instructions d requests e enquiries f a range of feelings g opinions or beliefs <p>2.2 Relay information from his/her own language into Chinese</p> <p>2.3 Maintain accuracy and fluency in familiar situations</p> <p>2.4 Use accurate pronunciation and intonation</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d pronouns e expressions to identify or discuss numerical data (fractions, statistics, all numbers)			
4 Be able to use a range of grammatical forms	4.1 Use major verb forms, positive and negative, to express: a present b past c future d conditional 4.2 Express modal verbs (can, must, want, should) 4.3 Use standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 63: **Read varied Chinese in a range of work situations**

Unit reference number: M/601/8975

QCF Level: 3

Credit value: 14

Unit summary

The aim of this unit is to enable the learner to read varied Chinese in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand varied types of work-related messages written in Chinese	1.1 Read varied a messages b e-mails c texts from Internet or other sources			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to understand varied communications written in Chinese on a range of work and social topics	2.1 Identify the overall meaning of a range of texts 2.2 Use knowledge of vocabulary and key grammatical features to identify specific details 2.3 Identify the relevance of a range of texts 2.4 Extract accurate numerical data from a text or visual source 2.5 Follow <ul style="list-style-type: none"> a enquiries b requests c complaints 2.6 Recognise <ul style="list-style-type: none"> a their level of formality b their urgency or priority 2.7 Follow multi-step instructions or advice 2.8 Distinguish opinions from facts in written texts 2.9 Relay information from Chinese into his/her own language			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to understand a broad range of vocabulary	3.1 Recognise: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d expressions of numerical data			
4 Be able to understand a range of common grammatical forms	4.1 Recognise: a major verb tenses (present, past, future, conditional) b modal verbs expressing can, must, want, should c standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 64: Write Chinese using varied language in a range of work situations

Unit reference number: T/601/8976

QCF Level: 3

Credit value: 14

Unit summary

The aim of this unit is to enable the learner to write varied Chinese in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write correspondence on a range of topics for work and social purposes	1.1 Write, following accepted conventions: a formal messages b informal messages c e-mails d letters			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate in everyday written Chinese	<p>2.1 Write, using a variety of expressions and sentence structures:</p> <ul style="list-style-type: none"> a detailed information, descriptions or explanations b information about events covering a range of time frames: <ul style="list-style-type: none"> - past - present - future - conditional c detailed instructions or advice d detailed <ul style="list-style-type: none"> - enquiries - requests - invitations e detailed <ul style="list-style-type: none"> - opinions or beliefs - feelings <p>2.2 Relay information from his/her own language into written Chinese</p> <p>2.3 Maintain fluency and accuracy when writing on familiar topics</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d expressions of numerical data (fractions, statistics, all numbers)			
4 Be able to use a range of grammatical forms	4.1 Use: a major verb forms to express present, past, future, conditional b negatives c standard question forms 4.2 Express possibility, permission or obligation (can, must, want, should)			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

**Unit 65: Understand varied spoken French
in a range of work situations**

Unit reference number: A/601/8476

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to understand varied French in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand social interaction	<p>1.1 Recognise from conversations and discussions delivered clearly and at normal speed on a range of topics in different social and work situations:</p> <ul style="list-style-type: none"> a introductions b greetings c thanks d apologies e leave-taking <p>1.2 Recognise most common variations in pronunciation</p> <p>1.3 Distinguish between formal and informal language</p> <p>1.4 Follow everyday spoken and non-verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to understand spoken communication in a range of familiar work and social situations	2.1 Follow from language containing varied vocabulary and sentence structures: <ul style="list-style-type: none"> a questions or enquiries b requests c needs d feelings e humour f the general meaning of talks or discussions g specific details from everyday accounts h instructions or advice – recognising their urgency or priority 2.2 Distinguish opinions from facts 2.3 Recognise the time-frame of spoken accounts – whether past, present, future or conditional 2.4 Relay information from French into his/her own language			
3 Be able to understand a broad range of vocabulary	3.1 Recognise: <ul style="list-style-type: none"> a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d terms for discussing numerical data (fractions, statistics, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of grammatical forms	4.1 Recognise: a major verb forms (present, past, future, conditional) b negatives c formal and informal ways of expressing permission and obligation d standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 66: **Speak French using varied language in a range of work situations**

Unit reference number: F/601/8477

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to speak varied French in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
<p>1 Be able to maintain social contact with a speaker of French</p>	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a initiating a conversation b thanking c apologising d leave taking <p>1.2 Adapt style of language for formal and informal situations</p> <p>1.3 Use a range of spoken and non verbal cultural conventions</p> <p>1.4 Use strategies to keep a conversation going:</p> <ul style="list-style-type: none"> a show whether he/she is following a conversation b ask for repetition or clarification c ask for time to think 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Use varied language to communicate in a range of social and work-related situations	<p>2.1 Adapt a range of expressions and grammatical structures to express:</p> <ul style="list-style-type: none"> a information about events <ul style="list-style-type: none"> - in the past - in the present - in the future b advice or suggestions c instructions d requests e enquiries f a range of feelings g opinions or beliefs <p>2.2 Relay information from his/her own language into French</p> <p>2.3 Maintain accuracy and fluency in familiar situations</p> <p>2.4 Use accurate pronunciation and intonation</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d pronouns e expressions to identify or discuss numerical data (fractions, statistics, all numbers)			
4 Be able to use a range of grammatical forms	4.1 Use major verb forms, positive and negative, to express: a present b past c future d conditional 4.2 Express modal verbs (can, must, want, should) 4.3 Use standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 67: **Read varied French in a range of work situations**

Unit reference number: J/601/8478

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to read varied French in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand varied types of work-related messages written in French	1.1 Read varied a messages b e-mails c texts from Internet or other sources			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to understand varied communications written in French on a range of work and social topics	2.1 Identify the overall meaning of a range of texts 2.2 Use knowledge of vocabulary and key grammatical features to identify specific details 2.3 Identify the relevance of a range of texts 2.4 Extract accurate numerical data from a text or visual source 2.5 Follow <ul style="list-style-type: none"> a enquiries b requests c complaints 2.6 Recognise <ul style="list-style-type: none"> a their level of formality b their urgency or priority 2.7 Follow multi-step instructions or advice 2.8 Distinguish opinions from facts in written texts 2.9 Relay information from French into his/her own language			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to understand a broad range of vocabulary	3.1 Recognise: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d expressions of numerical data			
4 Be able to understand a range of common grammatical forms	4.1 Recognise: a major verb tenses (present, past, future, conditional) b modal verbs expressing can, must, want, should c standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 68: **Write French using varied language in a range of work situations**

Unit reference number: L/601/8479

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to write varied French in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write correspondence on a range of topics for work and social purposes	1.1 Write, following accepted conventions: a formal messages b informal messages c e-mails d letters			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate in everyday written French	<p>2.1 Write, using a variety of expressions and sentence structures:</p> <ul style="list-style-type: none"> a detailed information, descriptions or explanations b information about events covering a range of time frames: <ul style="list-style-type: none"> - past - present - future - conditional c detailed instructions or advice d detailed <ul style="list-style-type: none"> - enquiries - requests - invitations e detailed <ul style="list-style-type: none"> - opinions or beliefs - feelings <p>2.2 Relay information from his/her own language into written French</p> <p>2.3 Maintain fluency and accuracy when writing on familiar topics</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d expressions of numerical data (fractions, statistics, all numbers)			
4 Be able to use a range of grammatical forms	4.1 Use: a major verb forms to express present, past, future, conditional b negatives c standard question forms 4.2 Express possibility, permission or obligation (can, must, want, should)			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 69: **Understand varied spoken German in a range of work situations**

Unit reference number: Y/601/8498

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to understand varied German in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand social interaction	<p>1.1 Recognise from conversations and discussions delivered clearly and at normal speed on a range of topics in different social and work situations:</p> <ul style="list-style-type: none"> a introductions b greetings c thanks d apologies e leave-taking <p>1.2 Recognise most common variations in pronunciation</p> <p>1.3 Distinguish between formal and informal language</p> <p>1.4 Follow everyday spoken and non verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to understand spoken communication in a range of familiar work and social situations	2.1 Follow from language containing varied vocabulary and sentence structures: <ul style="list-style-type: none"> a questions or enquiries b requests c needs d feelings e humour f the general meaning of talks or discussions g specific details from everyday accounts h instructions or advice – recognising their urgency or priority 2.2 Distinguish opinions from facts 2.3 Recognise the time-frame of spoken accounts – whether past, present, future or conditional 2.4 Relay information from German into his/her own language			
3 Be able to understand a broad range of vocabulary	3.1 Recognise: <ul style="list-style-type: none"> a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d terms for discussing numerical data (fractions, statistics, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of grammatical forms	4.1 Recognise: a major verb forms (present, past, future, conditional) b negatives c formal and informal ways of expressing permission and obligation d standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 70: Speak German using varied language in a range of work situations

Unit reference number: L/601/8501

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to speak varied German in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact with a speaker of German	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a initiating a conversation b thanking c apologising d leave taking <p>1.2 Adapt style of language for formal and informal situations</p> <p>1.3 Use a range of spoken and non verbal cultural conventions</p> <p>1.4 Use strategies to keep a conversation going:</p> <ul style="list-style-type: none"> a show whether he/she is following a conversation b ask for repetition or clarification c ask for time to think 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
<p>2 Use varied language to communicate in a range of social and work-related situations</p>	<p>2.1 Adapt a range of expressions and grammatical structures to express:</p> <ul style="list-style-type: none"> a information about events <ul style="list-style-type: none"> - in the past - in the present - in the future b advice or suggestions c instructions d requests e enquiries f a range of feelings g opinions or beliefs <p>2.2 Relay information from his/her own language into German</p> <p>2.3 Maintain accuracy and fluency in familiar situations</p> <p>2.4 Use accurate pronunciation and intonation</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d pronouns e expressions to identify or discuss numerical data (fractions, statistics, all numbers)			
4 Be able to use a range of grammatical forms	4.1 Use major verb forms, positive and negative, to express: a present b past c future d conditional 4.2 Express modal verbs (can, must, want, should) 4.3 Use standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 71: Read varied German in a range of work situations

Unit reference number: K/601/8506

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to read varied German in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand varied types of work-related messages written in German	1.1 Read varied a messages b e-mails c texts from Internet or other sources			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2. Be able to understand varied communications written in German on a range of work and social topics	2.1 Identify the overall meaning of a range of texts 2.2 Use knowledge of vocabulary and key grammatical features to identify specific details 2.3 Identify the relevance of a range of texts 2.4 Extract accurate numerical data from a text or visual source 2.5 Follow <ul style="list-style-type: none"> a enquiries b requests c complaints 2.6 Recognise <ul style="list-style-type: none"> a their level of formality b their urgency or priority 2.7 Follow multi-step instructions or advice 2.8 Distinguish opinions from facts in written texts 2.9 Relay information from German into his/her own language			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to understand a broad range of vocabulary	3.1 Recognise: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d expressions of numerical data			
4 Be able to understand a range of common grammatical forms	4.1 Recognise: a major verb tenses (present, past, future, conditional) b modal verbs expressing can, must, want, should c standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 72: **Write German using varied language in a range of work situations**

Unit reference number: T/601/8508

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to write varied German in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write correspondence on a range of topics for work and social purposes	1.1 Write, following accepted conventions: a formal messages b informal messages c e-mails d letters			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate in everyday written German	<p>2.1 Write, using a variety of expressions and sentence structures:</p> <ul style="list-style-type: none"> a detailed information, descriptions or explanations b information about events covering a range of time frames: <ul style="list-style-type: none"> - past - present - future - conditional c detailed instructions or advice d detailed <ul style="list-style-type: none"> - enquiries - requests - invitations e detailed <ul style="list-style-type: none"> - opinions or beliefs - feelings <p>2.2 Relay information from his/her own language into written German</p> <p>2.3 Maintain fluency and accuracy when writing on familiar topics</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d expressions of numerical data (fractions, statistics, all numbers)			
4 Be able to use a range of grammatical forms	4.1 Use: a major verb forms to express present, past, future, conditional b negatives c standard question forms 4.2 Express possibility, permission or obligation (can, must, want, should)			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

**Unit 73: Understand varied spoken Italian
in a range of work situations**

Unit reference number: T/601/8489

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to understand varied Italian in a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand social interaction	<p>1.1 Recognise from conversations and discussions delivered clearly and at normal speed on a range of topics in different social and work situations:</p> <ul style="list-style-type: none"> a introductions b greetings c thanks d apologies e leave-taking <p>1.2 Recognise most common variations in pronunciation</p> <p>1.3 Distinguish between formal and informal language</p> <p>1.4 Follow everyday spoken and non verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to understand spoken communication in a range of familiar work and social situations	2.1 Follow from language containing varied vocabulary and sentence structures: <ul style="list-style-type: none"> a questions or enquiries b requests c needs d feelings e humour f the general meaning of talks or discussions g specific details from everyday accounts h instructions or advice – recognising their urgency or priority 2.2 Distinguish opinions from facts 2.3 Recognise the time-frame of spoken accounts – whether past, present, future or conditional 2.4 Relay information from Italian into his/her own language			
3 Be able to understand a broad range of vocabulary	3.1 Recognise: <ul style="list-style-type: none"> a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d terms for discussing numerical data (fractions, statistics, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of grammatical forms	4.1 Recognise: <ul style="list-style-type: none"> a major verb forms (present, past, future, conditional) b negatives c formal and informal ways of expressing permission and obligation d standard question forms 			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 74: Speak Italian using varied language in a range of work situations

Unit reference number: D/601/8504

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to speak varied Italian in a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact with a speaker of Italian	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a initiating a conversation b thanking c apologising d leave taking <p>1.2 Adapt style of language for formal and informal situations</p> <p>1.3 Use a range of spoken and non verbal cultural conventions</p> <p>1.4 Use strategies to keep a conversation going:</p> <ul style="list-style-type: none"> a show whether he/she is following a conversation b ask for repetition or clarification c ask for time to think 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Use varied language to communicate in a range of social and work-related situations	<p>2.1 Adapt a range of expressions and grammatical structures to express:</p> <ul style="list-style-type: none"> a information about events <ul style="list-style-type: none"> - in the past - in the present - in the future b advice or suggestions c instructions d requests e enquiries f a range of feelings g opinions or beliefs <p>2.2 Relay information from his/her own language into Italian</p> <p>2.3 Maintain accuracy and fluency in familiar situations</p> <p>2.4 Use accurate pronunciation and intonation</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d pronouns e expressions to identify or discuss numerical data (fractions, statistics, all numbers)			
4 Be able to use a range of grammatical forms	4.1 Use major verb forms, positive and negative, to express: a present b past c future d conditional 4.2 Express modal verbs (can, must, want, should) 4.3 Use standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 75: **Read varied Italian in a range of work situations**

Unit reference number: Y/601/8520

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to read varied Italian in a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand varied types of work-related messages written in Italian	1.1 Read varied a messages b e-mails c texts from Internet or other sources			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to understand varied communications written in Italian on a range of work and social topics	2.1 Identify the overall meaning of a range of texts 2.2 Use knowledge of vocabulary and key grammatical features to identify specific details 2.3 Identify the relevance of a range of texts 2.4 Extract accurate numerical data from a text or visual source 2.5 Follow <ul style="list-style-type: none"> a enquiries b requests c complaints 2.6 Recognise <ul style="list-style-type: none"> a their level of formality b their urgency or priority 2.7 Follow multi-step instructions or advice 2.8 Distinguish opinions from facts in written texts 2.9 Relay information from Italian into his/her own language			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to understand a broad range of vocabulary	3.1 Recognise: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d expressions of numerical data			
4 Be able to understand a range of common grammatical forms	4.1 Recognise: a major verb tenses (present, past, future, conditional) b modal verbs expressing can, must, want, should c standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 76: **Write Italian using varied language in a range of work situations**

Unit reference number: D/601/8535

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to write varied Italian in a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write correspondence on a range of topics for work and social purposes	1.1 Write, following accepted conventions: a formal messages b informal messages c e-mails d letters			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate in everyday written Italian	<p>2.1 Write, using a variety of expressions and sentence structures:</p> <ul style="list-style-type: none"> a detailed information, descriptions or explanations b information about events covering a range of time frames: <ul style="list-style-type: none"> - past - present - future - conditional c detailed instructions or advice d detailed <ul style="list-style-type: none"> - enquiries - requests - invitations e detailed <ul style="list-style-type: none"> - opinions or beliefs - feelings <p>2.2 Relay information from his/her own language into written Italian</p> <p>2.3 Maintain fluency and accuracy when writing on familiar topics</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d expressions of numerical data (fractions, statistics, all numbers)			
4 Be able to use a range of grammatical forms	4.1 Use: a major verb forms to express b present, past, future, conditional c negatives d standard question forms 4.2 Express possibility, permission or obligation (can, must, want, should)			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 77: Understand varied spoken Spanish in a range of work situations

Unit reference number: H/601/8522

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to understand varied Spanish in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand social interaction	<p>1.1 Recognise from conversations and discussions delivered clearly and at normal speed on a range of topics in different social and work situations:</p> <ul style="list-style-type: none"> a introductions b greetings c thanks d apologies e leave-taking <p>1.2 Recognise most common variations in pronunciation</p> <p>1.3 Distinguish between formal and informal language</p> <p>1.4 Follow everyday spoken and non verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to understand spoken communication in a range of familiar work and social situations	2.1 Follow from language containing varied vocabulary and sentence structures: <ul style="list-style-type: none"> a questions or enquiries b requests c needs d feelings e humour f the general meaning of talks or discussions g specific details from everyday accounts h instructions or advice – recognising their urgency or priority 2.2 Distinguish opinions from facts 2.3 Recognise the time-frame of spoken accounts – whether past, present, future or conditional 2.4 Relay information from Spanish into his/her own language			
3 Be able to understand a broad range of vocabulary	3.1 Recognise: <ul style="list-style-type: none"> a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d terms for discussing numerical data (fractions, statistics, all numbers) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of grammatical forms	4.1 Recognise: <ul style="list-style-type: none"> a major verb forms (present, past, future, conditional) b negatives c formal and informal ways of expressing permission and obligation d standard question forms 			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 78: **Speak Spanish using varied language in a range of work situations**

Unit reference number: M/601/8524

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to speak varied Spanish in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact with a speaker of Spanish	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a initiating a conversation b thanking c apologising d leave taking <p>1.2 Adapt style of language for formal and informal situations</p> <p>1.3 Use a range of spoken and non verbal cultural conventions</p> <p>1.4 Use strategies to keep a conversation going:</p> <ul style="list-style-type: none"> a show whether he/she is following a conversation b ask for repetition or clarification c ask for time to think 			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
<p>2 Use varied language to communicate in a range of social and work-related situations</p>	<p>2.1 Adapt a range of expressions and grammatical structures to express:</p> <ul style="list-style-type: none"> a information about events <ul style="list-style-type: none"> - in the past - in the present - in the future b advice or suggestions c instructions d requests e enquiries f a range of feelings g opinions or beliefs <p>2.2 Relay information from his/her own language into Spanish</p> <p>2.3 Maintain accuracy and fluency in familiar situations</p> <p>2.4 Use accurate pronunciation and intonation</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: <ul style="list-style-type: none"> a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d pronouns e expressions to identify or discuss numerical data (fractions, statistics, all numbers) 			
4 Be able to use a range of grammatical forms	4.1 Use major verb forms, positive and negative, to express: <ul style="list-style-type: none"> a present b past c future d conditional 4.2 Express modal verbs (can, must, want, should) 4.3 Use standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 79: **Read varied Spanish in a range of work situations**

Unit reference number: A/601/8526

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to read varied Spanish in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand varied types of work-related messages written in Spanish	1.1 Read varied a messages b e-mails c texts from Internet or other sources			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to understand varied communications written in Spanish on a range of work and social topics	2.1 Identify the overall meaning of a range of texts 2.2 Use knowledge of vocabulary and key grammatical features to identify specific details 2.3 Identify the relevance of a range of texts 2.4 Extract accurate numerical data from a text or visual source 2.5 Follow <ul style="list-style-type: none"> a enquiries b requests c complaints 2.6 Recognise <ul style="list-style-type: none"> a their level of formality b their urgency or priority 2.7 Follow multi-step instructions or advice 2.8 Distinguish opinions from facts in written texts 2.9 Relay information from Spanish into his/her own language			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to understand a broad range of vocabulary	3.1 Recognise: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d expressions of numerical data			
4 Be able to understand a range of common grammatical forms	4.1 Recognise: a major verb tenses (present, past, future, conditional) b modal verbs expressing can, must, want, should c standard question forms			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 80: Write Spanish using varied language in a range of work situations

Unit reference number: F/601/8527

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to write varied Spanish in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write correspondence on a range of topics for work and social purposes	1.1 Write, following accepted conventions: a formal messages b informal messages c e-mails d letters			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence type	Evidence reference	Date
<p>2 Be able to communicate in everyday written Spanish</p>	<p>2.1 Write, using a variety of expressions and sentence structures:</p> <ul style="list-style-type: none"> a detailed information, descriptions or explanations b information about events covering a range of time frames: <ul style="list-style-type: none"> - past - present - future - conditional c detailed instructions or advice d detailed <ul style="list-style-type: none"> - enquiries - requests - invitations e detailed <ul style="list-style-type: none"> - opinions or beliefs - feelings <p>2.2 Relay information from his/her own language into written Spanish</p> <p>2.3 Maintain fluency and accuracy when writing on familiar topics</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: a a broad general vocabulary b key work-related terms c connectors (conjunctions, adverbs, enumerators) d expressions of numerical data (fractions, statistics, all numbers)			
4 Be able to use a range of grammatical forms	4.1 Use: a major verb forms to express present, past, future, conditional b negatives c standard question forms 4.2 Express possibility, permission or obligation (can, must, want, should)			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 81: Understand varied spoken Welsh in a range of work situations

Unit reference number: L/601/8496

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to understand varied Welsh in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand social interaction	<p>1.1 Recognise from conversations and discussions delivered clearly and at normal speed on a range of topics in different social and work situations:</p> <ul style="list-style-type: none"> a introductions b greetings c thanks d apologies e leave-taking <p>1.2 Recognise most common variations in pronunciation</p> <p>1.3 Distinguish between formal and informal language</p> <p>1.4 Follow everyday spoken and non verbal polite conventions</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to understand spoken communication in a range of familiar work and social situations	2.1 Follow from language containing varied vocabulary and sentence structures: <ul style="list-style-type: none"> a questions or enquiries b requests c needs d feelings e humour f the general meaning of talks or discussions g specific details from everyday accounts h instructions or advice – recognising their urgency or priority 2.2 Distinguish opinions from facts 2.3 Recognise the time-frame of spoken accounts – whether past, present, future or could happen in certain circumstances 2.4 Relay information from Welsh into his/her own language			
3 Be able to understand a broad range of vocabulary	3.1 Recognise: <ul style="list-style-type: none"> a a broad general vocabulary b key work-related terms c connectors d terms for discussing numerical data (all numbers, fractions, statistics) 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
4 Be able to understand a range of grammatical forms	4.1 Recognise: a past, present, future, conditional b a range of negatives c ways to express ability, possibility, permission and obligation d a range of standard question types			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

**Unit 82: Speak Welsh using varied language
in a range of work situations**

Unit reference number: M/601/8507

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to speak varied Welsh in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to maintain social contact with a speaker of Welsh	<p>1.1 Use appropriate phrases for:</p> <ul style="list-style-type: none"> a initiating a conversation b thanking c apologising d leave taking <p>1.2 Adapt style of language for formal and informal situations</p> <p>1.3 Use a range of spoken and non verbal cultural conventions</p> <p>1.4 Use strategies to keep a conversation going:</p> <ul style="list-style-type: none"> a show whether he/she is following a conversation b ask for repetition or clarification c ask for time to think 			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Use varied language to communicate in a range of social and work-related situations	<p>2.1 Adapt a range of expressions and grammatical structures to express:</p> <ul style="list-style-type: none"> a information about events <ul style="list-style-type: none"> - in the past - in the present - in the future b advice or suggestions c instructions d requests e enquiries f a range of feelings g opinions or beliefs <p>2.2 Relay information from his/her own language into Welsh</p> <p>2.3 Maintain accuracy and fluency in familiar situations</p> <p>2.4 Use accurate pronunciation and intonation</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: <ul style="list-style-type: none"> a a broad general vocabulary b key work-related terms c connectors d pronouns e expressions to identify or discuss numerical data (fractions, percentages, all numbers) 			
4 Be able to use a range of grammatical forms	4.1 Express: <ul style="list-style-type: none"> a present b past c future d conditional 4.2 Use a range of negative forms 4.3 Express ability, possibility, permission and obligation 4.4 Use a range of question types			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied speech			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 83: **Read varied Welsh in a range of work situations**

Unit reference number: D/602/5730

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to read varied Welsh in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to understand varied types of work-related messages written in Welsh	1.1 Read varied: a messages b e-mails c texts from Internet or other sources			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to understand varied communications written in Welsh on a range of work and social topics	2.1 Identify the overall meaning of a range of texts 2.2 Use knowledge of vocabulary and key grammatical features to identify specific details 2.3 Identify the relevance of a range of texts 2.4 Extract accurate numerical data from a text or visual source 2.5 Follow <ul style="list-style-type: none"> a enquiries b requests c complaints 2.6 Recognise <ul style="list-style-type: none"> a their level of formality b their urgency or priority 2.7 Follow multi-step instructions or advice 2.8 Distinguish opinions from facts in written texts 2.9 Relay information from Welsh into his/her own language			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to understand a broad range of vocabulary	3.1 Recognise: a a broad general vocabulary b key work-related terms c connectors d for discussing numerical data (all numbers, fractions, statistics)			
4 Be able to understand a range of common grammatical forms	4.1 Recognise ways to express: a past, present, future, conditional b a range of negatives c ability, possibility, permission and obligation d a range of question types			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 84: **Write Welsh using varied language in a range of work situations**

Unit reference number: K/601/8537

QCF Level: 3

Credit value: 8

Unit summary

The aim of this unit is to enable the learner to write varied Welsh in the context of a range of work situations.

Learning outcomes and assessment criteria

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
1 Be able to write correspondence on a range of topics for work and social purposes	1.1 Write, following accepted conventions: a formal messages and e-mails b informal messages and e-mails c formal letters d informal letters			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
2 Be able to communicate in everyday written Welsh	<p>2.1 Write, using a variety of expressions and sentence structures:</p> <ul style="list-style-type: none"> a detailed information, descriptions or explanations b information about events: <ul style="list-style-type: none"> - past - present - future - possible c detailed instructions or advice d detailed <ul style="list-style-type: none"> - enquiries - requests - invitations e detailed <ul style="list-style-type: none"> - opinions or beliefs - feelings <p>2.2 Relay information from his/her own language into written Welsh</p> <p>2.3 Maintain fluency and accuracy when writing on familiar topics</p>			

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Evidence type	Evidence reference	Date
3 Be able to use a broad range of vocabulary	3.1 Use: a a broad general vocabulary b key work-related terms c connectors d terms for discussing numerical data (all numbers, fractions, statistics)			
4 Be able to use a range of grammatical forms	4.1 Express: a present, past, future, conditional b a range of negative terms c a range of standard question types 4.2 Express ability, possibility, permission and obligation			
5 Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: publications@linneydirect.com

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework (published by Ofqual) August 2008*
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Please contact:

CILT, The National Centre for Languages
3rd Floor
111 Westminster Bridge Road
London SE1 7HR
Telephone: 08456 12 5885
Fax: 08456 12 5995
Email: info@cilt.org.uk

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active; ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the languages sector

Level	General qualifications	Competence based qualifications
8		
7		
6		
5		
4		
3	Advanced Subsidiary GCES and Advanced GCES in: Arabic, Chinese, French, German, Greek, Italian, Japanese, Russian, Spanish, Urdu	Level 3 NVQs in: Arabic, Chinese, French, German, Italian, Spanish, Welsh
2	GCSEs in: Arabic, Chinese, French, German, Modern Greek, Italian, Japanese, Russian, Spanish, Urdu	Level 2 NVQs in: Arabic, Chinese, French, German, Italian, Spanish, Welsh
	IGCSEs in: Arabic (as 1st language), Bengali, Chinese, Classical Arabic, French, German, Gujarati, Modern Greek, Sinhala, Spanish, Swahili, Tamil, Turkish, Urdu	Level 1 NVQs in: Arabic, Chinese, French, German, Italian, Spanish, Welsh
1		
Entry	Entry Level Certificates in French, German and Spanish	

Annexe B: Assessment of NVQ language units - Guidance for centres

Assessment of performance

Qualifications based on The UK Occupational Language Standards accredit candidates' ability to use their language skills for work. Assessment should therefore focus on the practical language skills and language knowledge they need to be able to carry out their work effectively. Assessment may take place through:

- direct observation of the candidate
- scrutiny of recorded or written material.

It may also be appropriate for **part** of the assessment to include witness testimony from others who either have the language skills to testify or who have seen the outcome of the candidate's language skills. Knowledge of grammar and vocabulary should mainly be assessed through practical use. However, a small amount of additional testing may be appropriate to ensure knowledge is secure.

Simulation

In the workplace

Candidates may be working in environments which require confidentiality, or where the language assessed is not being used on a regular basis. Assessors may be language trainers not based in the workplace. It may therefore not be possible to assess candidates' competence through normal working practice. In these situations, assessment in a simulated environment is acceptable.

In the classroom

Language can occur naturally even though the environment may be simulated (eg set up by a trainer in the classroom). Simulations must be aligned to the potential or actual workplace environment. This will include social situations.

Spontaneous language (not reading from a script):

- **Most** of the evidence presented at all levels for Speaking/Productive skills should contain **spontaneous** (not scripted) use of language.
- At levels Entry, 1, and 2, some simulations may be planned and rehearsed, as may presentations at any level.
- However, material **must never be read**.
- At all levels, there may be some occasions where brief notes are acceptable (e.g. for presentations). They may only be used as prompts.
- Insisting on eye contact where appropriate (so notes are glanced down at but not read) may help candidates avoid the temptation to over-use such prompts.
- Spontaneous language and genuine communication can still be encouraged, where a conversation has been rehearsed, by varying the details to be provided or understood, and by requiring the candidate to confirm them all at the end of the conversation.

Meeting individual needs

- It is important that where assessment is not taking place at work, simulations are relevant to the needs of the candidates, and their reason for learning the language.
- The four skills are assessed individually (though they may be linked), to allow candidates to achieve in different skills at different levels, or to take some skills and not others.
- Candidates with learning difficulties and/or disabilities are positively encouraged to make use of qualifications based on the UKOLS. Assessors will need to be flexible in their approach to assessment methods, to suit individual circumstances.
- Some candidates may be unable to follow/recognise all cultural conventions because of a disability. In these cases, a common sense approach is needed, and a discussion with the awarding body if in doubt.
- Building a portfolio allows candidates to take assessments when they are ready, and candidates will need different levels of support in order to reach the level.
- The key question for the assessor should always be:
Would the candidate be able to use the language successfully in the workplace at the level required?

Minimum evidence requirements

Use the UKOLS

Learning outcomes and assessment criteria for the NVQ units are based on the 2010 UK Occupational Language Standards (UKOLS) performance criteria and Knowledge criteria. The UKOLS provide useful additional guidance, and should be used in conjunction with the qualification units.

All assessment criteria must be fully met

In practice, this means that all will have been fully covered at least once, and many much more, in order to cover an adequate range of use. Where assessment takes place through simulated assignments, it is good practice (and more efficient) for the skills to be linked together, as they might be in the workplace. A single situation might give rise to a number of linked tasks.

- **All** evidence for assessment criteria relating the performance criteria of the UKOLS must be gathered through the relevant skill for that unit (Understand, Speak/Sign, Read or Write).
- **At least one** example for each of the Assessment criteria relating to vocabulary and grammatical forms must be gathered through the relevant skill. However, as these derive from the Knowledge section of the UKOLS, which is common to all four skills, further examples may be gathered across other skills and, if appropriate, through questioning or testing.

Understanding spoken language/Receptive skills

- Evidence must be drawn from listening to a range of voices / watching a number of different sign language users in a range of situations.
- Providing assessment opportunities to cover an adequate range is likely to involve use of video/audio recordings.
- Candidates must, however, have the opportunity to experience language "live" (i.e. not only from recordings), and with opportunities for interaction. Some of this may be by telephone or video link.
- Note that understanding of polite/cultural conventions is also included: what is it important to know and understand, to do and to avoid? Some evidence for this may need to be obtained through questioning.
- For spoken languages, use of the telephone should be included from level 2 (and may be included before).

Speaking/Productive skills

- Evidence must be drawn from communication in a range of situations, work and social.
- Face to face and interactive situations must be included (this will allow collection of evidence for Understanding as well).
- For spoken languages, use of the telephone should be included from level 2 (and may be included before).
- Recorded evidence is intended as a sample of the candidate's work (not the only speaking/signing they do) and the length will vary according to the speed and confidence of the candidate's delivery and the length of others' contributions. As a very rough guide, recorded material might last four minutes at Entry level; seven at level 1; ten at level 2; twenty at level 3; thirty at level 4 and forty five at level 6. **However, it is far more important that the assessment criteria have been fully met.**

Reading

- As for Understanding spoken/signed language, assessment opportunities must include a range of materials of different types and for different purposes, work and social.
- The length should be appropriate for the level (see UKOLS).

Writing

- As a general guide, evidence is likely to include a minimum of three pieces at entry level, four pieces at level 1, five pieces at level 2, six at level 3 and eight at level 4.
- In order to cover the assessment criteria fully, more than this may be needed.
- Evidence does not need to be handwritten, and for work purposes, it is expected that most would be word processed. If work has been redrafted with teacher support or correction to produce perfect copy, candidates should include worked versions in portfolios.

Occupational expertise of assessors and verifiers of qualifications designated as NVQ

Assessor/Verifier Qualifications

Assessors, internal verifiers and standards (external) verifiers must hold, or be working towards appropriate qualifications (currently A1 or D32/33 for assessors; V1 or D34 for internal verifiers; V2 or D35 for standards verifiers). The additional requirements that each must meet are set out below.

Language Qualifications for Assessors and Verifiers

- Unless they are native speakers with a full range of language competence, assessors and internal verifiers must normally hold a qualification in the language they verify or assess.
- For units up to and including level 3, they must be qualified in the language to at least one level above the one assessed.
- For units at level 4 or higher, they must be qualified at least to the level being assessed.

Use of an Expert Witness

In certain circumstances, where the assessor or verifier does not have the necessary skills in the language being assessed, and provided this has first been agreed with the awarding body, a centre may appoint an expert witness who has the appropriate language skills. The expert witness will work with the assessor to verify the candidate's language competence.

Knowledge and Understanding and Expertise

Assessors and internal verifiers must have:

- an in-depth knowledge of the UK Occupational Language Standards
- the ability to make objective and reliable judgements about candidate competence.

Internal verifiers must have, in addition, sufficient expertise and language skills to enable them to verify assessment decisions and give advice to assessors.

Standards verifiers must have:

- knowledge and understanding of the qualification they are verifying
- in-depth knowledge of the UK Occupational Language Standards
- in-depth knowledge of the awarding body's quality assurance procedures
- up-to-date knowledge of verification practice, demonstrated by a record of continuous professional development reviewed annually
- sufficient expertise to enable them to verify assessment decisions and advise assessors, internal verifiers and centres on the quality and consistency of assessment and verification systems and practices
- all relevant skills to at least Level 4 in the language assessed or in another language. When they do not have skills in the language being assessed, they may appoint an expert witness who has these skills to advise on questions relating to language competence.

Annexe C: Quality assurance

Key principles of quality assurance:

- A centre delivering Edexcel qualifications must be a recognised centre and must have approval for qualifications or groups of qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria within this specification set out the standard to be achieved by each learner in order to gain the qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for Quality Review and Development of overarching processes and quality standards. Quality Review and Development visits will be conducted by an Edexcel Quality Development reviewer.
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for these qualifications?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details: www.edexcel.com.

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For more information on Edexcel and BTEC qualifications please
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