

**Criteria for the Diploma qualifications
in languages and international
communication at foundation, higher
and advanced levels**

Principal learning
Version 1



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Ofqual

Ofqual, the Office of the Qualifications and Examinations Regulator, is the new regulator of qualifications, exams and tests in England. It ensures children, young people and adult learners get the results their work deserves, that standards are maintained and that qualifications count now and in the future. We also make sure that the qualifications available meet the needs of learners and employers.

The government will be bringing in legislation to establish Ofqual as the regulator of qualifications. Until this legislation is passed, Ofqual will operate as part of the Qualifications and Curriculum Authority. Afterwards, Ofqual will be accountable to parliament.

Purpose

The purpose of this document is to record a full set of criteria for level 1, 2 and 3 principal learning qualifications for the Foundation, Higher and Advanced Diplomas in languages and international communication. It also sets out the overall aims of the Diplomas in languages and international communication¹.

This document should be read in conjunction with the Ofqual document *Criteria for accreditation of Foundation, Higher and Advanced Diploma qualifications* (Ofqual/08/3990) at www.ofqual.gov.uk/files/OAC_diplomas_v2.pdf, which defines the overarching criteria for all Diplomas at foundation, higher and advanced levels, and the *Line of learning statement in languages and international communication* produced by the Diploma development partnership representing the industries covered.

All references to guided learning hours (GLH) within this document are for the purposes of ensuring that at each level there is sufficient content specified to enable the design of qualifications. GLH are not intended to indicate final unit sizes or design.

The purpose of the line of learning criteria is twofold:

- to provide the regulatory tools (alongside the overarching criteria) that the regulators will use to accredit qualifications that are developed for the Diploma and to admit qualifications and/or units of accredited qualifications into the Diploma catalogue
- to specify the requirements against which awarding organisations will develop their principal learning qualifications for the Diploma.

¹ Principal learning is taken at level 1 for Foundation Diplomas, level 2 for Higher Diplomas and level 3 for Advanced Diplomas.

Aims

The general aims of the Diplomas are identified in Section 2 of the document *Criteria for accreditation of Foundation, Higher and Advanced Diploma qualifications* (Ofqual/08/3990).

The purpose of the Diploma in languages and international communication at foundation, higher and advanced levels is to introduce learners to the world of languages and international communication. It is for all learners and has particular relevance to learners aged 14–19 who seek to acquire knowledge and develop skills in languages and intercultural understanding.

Principal learning provides the essential knowledge, skills and understanding for all learners within the sector(s) covered. Specialist learning enables learners to acquire a deeper understanding and/or application of the topics covered in principal learning or to explore a related topic with a more local focus.

Each Diploma in languages and international communication will:

- enable individuals to acquire relevant personal, learning and thinking skills (PLTS) in a languages and international communication context
- give opportunities to practise and acquire essential functional skills in English, mathematics and information and communication technology (ICT), which are relevant to the level and delivered in the context of languages and international communication
- enable learners at levels 1 and 2 to progress to level 2 and 3 qualifications both within and beyond the line of learning
- enable learners at level 3 to progress to relevant level 4 qualifications in higher education and further education
- support progression to other Diplomas and to further education, apprenticeships, training and employment both within and beyond the line of learning
- aid effective transition to further education, work-based learning or higher education and to working life by providing a wide range of transferable skills and knowledge
- provide a motivating learning experience through a blend of general education and applied learning within a coherent and stimulating programme.

Vision²

The Diploma in languages and international communication will encourage learners to develop linguistic, cultural and intercultural knowledge and skills that they can use and enjoy at home and abroad in social, professional and academic life, and in lifelong language learning. It will offer a wide choice of languages as well as an understanding of global issues and international communication. Learners will be able to exploit their knowledge in innovative ways, enabling them to live and work in harmony with people of other cultures.

Background

The development of the Diploma in languages and international communication is taking place within a climate of change in the education sector regarding the future of language learning. The key driver for change is the continued decline in the take up of language learning. The Dearing Review's recommendations, intended to revitalise language teaching, include the need to develop a more engaging secondary languages curriculum and a systematic campaign to make the case for languages involving, amongst others, employers and higher education. The Diploma in languages and international communication therefore represents an opportunity to take forward the recommendations of the Dearing Review by allowing awarding organisations to develop specifications that require languages to be taught and assessed in more engaging and exciting ways, so attracting more learners to take up and continue the study of languages.

Given that language learning and cultural awareness are absolutely vital in our increasingly globalised lives, the underlying theme must be to develop and maintain an interest in language learning, to raise awareness of cultural and intercultural issues and appreciate the links between language and intercultural understanding. Employers express the need for employees with cultural and intercultural knowledge, skills and understanding of the target language alongside linguistic knowledge in order to strengthen business practice and improve performance. Thus the content of the specifications at all levels must be designed to develop cultural and intercultural awareness and allow for languages to be taught within contexts that are of real interest to learners.

² This section is drawn from the line of learning statement for the Diploma and has been developed by the Diploma development partnership.

Aims

The Diploma in languages and international communication will offer broad coverage and stretch, and will be attractive to all learners. All levels will support learners who aspire to careers as specialist linguists, as well as those who might see languages as an important, but probably supporting part of their future lives.

The Diploma in languages and international communication will:

- develop language skills in a target language within contexts that are of interest to learners and so provide an opportunity to receive a rounded learning experience with an international perspective. The target language selected could be a new language, a language of which learners already have some knowledge through their own life experiences or a language studied at key stage 3
- develop reading, writing, listening and speaking skills within the target language
- encourage learners to develop and demonstrate knowledge and skills for lifelong language learning by focusing on the process of language learning, giving them the opportunity to learn another language (that is, in addition to their target language.) This language learning could focus on a language *ab initio* (from the beginning) or further develop skills in a language in which the learners' level is below that of the principal learning
- through an understanding of the structure of language and the language learning process develop learners language learning confidence, autonomy and independence
- develop an appreciation for the importance of languages in the workplace, within and beyond their use in the professional spheres of interpreting and translation
- equip learners with the ability to apply language and intercultural skills throughout their lives, including within the workplace and higher education contexts
- encourage learners to appreciate and value multilingualism at local, national and global levels
- enable the inclusion of languages into progression to job roles where specialist linguists are required as well as to those roles that require languages to support work practices.
- enable the inclusion of languages into progression routes for further study, including from the Higher Diploma in languages and international

communication to A levels in the target language and/or other A level subjects or to the Advanced Diploma in languages and international communication or other Diploma subjects or any other level 3 qualifications, including languages; and from the Advanced Diploma in languages and international communication to higher education in languages and/or other subjects.

Language acquisition

It is critical to the success of the Diploma in languages and international communication that language acquisition takes place in purposeful, meaningful contexts. Through processing content in applied and engaging contexts, learners will develop the language notions and functions related to the skills that they are acquiring. Grammar and understanding of language structures will be developed within naturally occurring opportunities which arise within topics. Development of grammatical/structural understanding in a de-contextualised way would be contrary to the vision for this Diploma.

It is the intention that language acquisition will take place in all those topics that are assessed either totally in the target language or those that are assessed partly in the target language and partly in English.

Topics 1.4, 2.6, 2.7, 3.6, 3.7

In most topics learning will take place around the contexts supplied within the knowledge and understanding. However, for those topics where the focus is on acquisition of skills in the target language (topics 1.4, 2.6, 2.7, 3.6, 3.7) a choice of contexts is provided. This is detailed below, offering learners/consortia the opportunity to develop language skills assimilated into purposeful contexts that are of current or personal interest and relevance. Learners will therefore see an authentic purpose for developing language skills.³ The use of CLIL (Content and Language Integrated Learning) would support this intention. The learners' ability to apply content appropriately in the production of outcomes will contribute to the assessment of these topics.

The contexts for language acquisition can be selected from:

- culture, the arts and sport
- business and enterprise
- humanities and social sciences
- science and technology.

³ Report on secondary research to establish content for the Diploma in languages (2009).

Awarding organisations should enable consortia to define and develop areas of study within these contexts to suit local requirements.

All areas of study used within each context must:

- allow for learners to apply language skills to purposeful activities
- allow learners to demonstrate their application of the content in the target language
- have appropriate sources of information available in the target language
- allow for the development of language use at an appropriate level
- be of interest and relevance to learners
- correspond to learners' level of maturity and cognitive level
- allow learners to gain an international and intercultural perspective.

Other opportunities for language acquisition

The principal learning element of the Diploma in languages and international communication allows for the acquisition of skills in two languages. The main focus of language acquisition is on the learning of a single target language.⁴ However, at each level one topic focuses on language learning processes and through these processes learners will have the opportunity to learn another language as part of their principal learning. This language learning topic could focus on a language *ab initio* (from the beginning) or further develop skills in a language in which the learners level is below that of the principal learning.

If learners wish to study further languages, this could be undertaken as part of additional and specialist learning.

The range of languages accessible through the Diploma will include major spoken languages, including community languages. Non-verbal languages such as British Sign Language and classical languages such as Latin could be the focus of the topic on the language learning process, or taken as part of their additional and specialist learning.

Realising the vision

To meet this vision, across each level of the Diploma in languages and international communication all specifications must:

⁴'Target language' is used to denote the language being studied other than English.

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- ensure that at foundation and higher level a minimum of 50% of the marks available for principal learning are for the use of the target language and at advanced level a minimum of 65%
- assess the skills of reading writing, speaking and listening across the topics at each level
- integrate the assessment of reading, writing, speaking and listening skills as appropriate with each other and within those opportunities that naturally occur within the applied activities at each level
- ensure innovative approaches to assessment of all four skills, particularly speaking and listening
- ensure the emphasis of assessment is on opportunities for speaking and listening skills at foundation level, with an increasing emphasis on opportunities for the assessment of reading and writing through higher to advanced level
- include the target language in external assessment at higher and advanced levels
- include, as a minimum, reading and writing skills in the external assessment of the target language at advanced level
- embed grammar at the appropriate level (as indicated in the appendix) within the units themselves and be calibrated to existing frameworks for languages such as the Languages Ladder and the National Language Standards. The Common European Framework may also be used.

Structure of the Diploma in languages and international communication

Assessment in English

The structure of language:

Topic 2.1 Language use and identity

Topic 1.1

Language awareness and language learning

Learning to learn a language:

Topic 2.2 Learning to learn a language

Topic 3.2 Self-directed language learning

The world we live in:

Topic 1.2 Living in a global community

Topic 2.3 International perspectives of society and culture

Topic 3.3 Global challenges facing contemporary society

Assessment partly in English & partly in the target language

The structure of language:

Topic 3.1 Using linguistics for discourse analysis

Languages for work:

Topic 1.3 Using languages at work

Topic 2.4 Using languages at work

Topic 3.4 Languages at work

Languages for professional communication:

Topic 2.5 Introducing the world of the professional linguist

Topic 3.5 The world of the professional linguist

Assessment in the target language

Using languages for investigating (written focus):

Topic 2.6 Using language for investigation and information

Topic 3.6 Using language for research

Topic 1.4

Using language for investigation and presentation of views

Using languages for interacting (speaking focus):

Topic 2.7 Using language for networking and interacting

Topic 3.7 Using language for structured oral discourse

Creative works and language:

Topic 1.5 Using language creatively

Topic 2.8 Using language creatively

Topic 3.8: Engaging with creative works

Topic 3.9 Using language creatively

CONTEXTS FOR LANGUAGE ACQUISITION

(see page 8 of Vision)

Key stage 4

Principal learning for the Diploma in languages and international communication at levels 1 and 2 will offer learners valuable opportunities to apply some key concepts and processes from the key stage 4 programme of study for English, helping to reinforce their knowledge and understanding, and enabling them to use skills acquired (particularly in speaking and listening, reading and writing) in the context of their learning for languages.

As part of the qualification development process, curriculum guidance will be produced by QCDA which will include examples of opportunities to develop and exploit connections between principal learning in the Diploma and learning in other areas at key stage 4 through the statutory programmes of study and entitlement areas. The aim of this guidance is to support consortia to design coherent learning experiences for each learner on their Diploma programme.

Diversity and inclusion

Diplomas will enable all learners to be assessed by means of internal and external assessment, differentiating only on the basis of learners' abilities to meet the assessment requirement. Diplomas will use plain language that is free from bias and there will be no covert or overt discrimination in wording or content. There must be fair and equal access to the Diploma for a diverse range of learners, so that all can benefit from the high-quality applied learning in employability skills, knowledge and understanding that it provides.

Awarding organisations must design assessment requirements so that there are no barriers to achievement for people with disabilities, unless the barrier is explicitly justified as a competency standard in line with the *Criteria for accreditation of Foundation, Higher and Advanced Diploma qualifications* (Ofqual/08/3990). There must also be no barriers to achievement in the assessment requirements in terms of gender, race, age, sexual orientation and religion/belief.

The development of principal learning qualifications and all associated tasks of assessment, awarding and appeal must take into consideration the needs of all potential learners to ensure there are no barriers in terms of disability, gender, race, age, sexual orientation and religion/belief. Awarding organisations should take steps to remove any barriers, particularly for disabled learners and, where required, make reasonable adjustments. This includes the design of information and communication hardware and software, and the formatting of communication in hard copy or online.

Reasonable adjustments for people with disabilities must be offered where these are still needed.

Reasonable adjustments should reflect the learner's usual methods of working and not invalidate the competency standard of the assessment requirements.

For the Diploma in languages, sign language interpretation will not be permitted for any part of the Diploma where the assessment is for a modern foreign language or English, Irish or Welsh language. For assessments in English literature, use of signing must be restricted to the signing.⁵

To support the requirements above, awarding organisations must have procedures in place to ensure relevant staff and associates are trained in ensuring equality in the design, development and subject matter of qualifications, assessment and awarding

⁵Access arrangements, reasonable adjustments and special consideration, p20 (Joint Council for Qualifications, 2008)
www.jcq.org.uk/attachments/published/538/29.%20Access%20Arrangements%20Booklet.pdf

procedures, language used in assessment, and systems used to ensure consistency of standards across options, centres and time. They must also ensure that the centres they register do the same and undertake to use buildings that provide access for all learners in accordance with equalities legislation.

The Diploma qualification must include the identification of opportunities, if appropriate to the subject or sector, for developing understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues. The development of cultural and intercultural knowledge and skills is key to the vision for the Diploma in languages. The Diploma will enable learners to appreciate cultural diversity, which is vital in a multicultural society and a globalised world.

Notes

Ofqual's regulation promotes equality and aims to eliminate discrimination for all the six strands of diversity in England, namely, disability, gender, race, age, sexual orientation and religion/belief.

Themes

The classification of topics under themes has not been specified by the languages and international communication Diploma development partnership.

Structure

Structure of the Diploma in languages and international communication			
Level	Foundation	Higher	Advanced
Total GLH	600	800	1,080
Principal learning (GLH)	240	420	540
Generic learning (GLH)	240	200	180
Additional/specialist learning (GLH)	120	180	360

Foundation Diploma – level 1 principal learning

Summary of topic titles

Topic no.	Title	GLH
1.1	Language awareness and language learning	60
1.2	Living in a global community	30
1.3	Using languages at work	60
1.4	Using language for investigation and presentation of views	60
1.5	Using language creatively	30

Topic 1.1 Language awareness and language learning (60 GLH)

An understanding of how we learn helps us to develop our own strategies for learning, which we can then transfer to different circumstances and situations.

The purpose of this topic is to develop learners' awareness of possible strategies to learn languages, so that they can apply their preferred 'learning to learn skills' to the study of a language *ab initio* or continue to learn a language of which they have previous knowledge⁶. Underpinning this will be an awareness of the structure of languages, their similarities and differences. Learners will reflect on their language learning and the opportunities to transfer strategies and skills to other learning – whether it be to their main target language, other learning or work. As a result of applying their learning to one language, learners will become more independent learners and may gain the confidence to learn new languages in the future.

This topic will be assessed in English.

Learners must know and understand:

1. the benefits of language learning, including for work, leisure and further study
2. the diversity of languages used within the world; the common features and key differences of major language families, including pronunciation and writing systems
3. language codes and how they reveal relationships of meaning
4. some of the phoneme-grapheme correspondences in English and other languages and why spelling and pronunciation may differ
5. the language learning process and strategies for language learning and how to use them, including planning using SMART objectives and monitoring using self-reflection, recording and testing
6. the methods and media available for language learning and how to use technology to support language learning
7. how to access and practise the language in the local or wider communities.

⁶ It is intended that the language to which learners apply their 'learning to learn skills' within this topic is not their target language and therefore provides an opportunity for learners to be introduced to a second language within the principal learning.

Learners must be able to:

1. plan and monitor language learning against targets
2. reflect on opportunities to transfer language learning strategies to other learning, including target language learning.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners
- self-managers.

Topic 1.2 Living in a global community (30 GLH)

As result of mobility and migration we increasingly come into contact with other cultures. Our appreciation of our own and others' cultures and communities enables us to become sensitive citizens aware of our roles and responsibilities as citizens within a community as well as in the wider world.

The purpose of this topic is to develop learners' knowledge of the diversity of languages and culture both locally and in the wider world. Through their understanding of cultural differences and the impacts of both cultural understanding and misunderstanding, learners will develop the skills to respond sensitively to others. This topic will enable learners to recommend actions to enhance intercultural understanding. As a result learners will appreciate the need for intercultural sensitivity.

This topic will be assessed in English.

Learners must know and understand:

1. the diversity of languages and cultures in communities and within the UK and how they are influenced by migration and mobility
2. those circumstances in countries of origin that result in people migrating to the UK
3. what 'culture' means, the different elements that contribute to it and how this informs a sense of identity and community
4. how to be sensitive to cultural differences when living and working within culturally diverse communities
5. those actions that contribute to both intercultural understanding and misunderstanding, and the impact of intercultural understanding and misunderstanding on social cohesion and inclusion
6. that equal opportunity does not mean treating everyone the same.

Learners must be able to:

1. propose actions to enhance intercultural understanding.

In order to engage with this topic effectively, learners must use the following PLTS:

- effective participators.

Topic 1.3 Using languages at work (60 GLH)

Those organisations with a workforce that includes people with language skills and intercultural understanding have significant advantages. Our multicultural society means that such skills are needed in UK based organisations where employees may be from many cultures, such as in hospitals and building companies, as well as in international organisations where work may take place in the target language with organisations overseas.

The purpose of this topic is to develop those target language and team skills that are relevant to the workplace. Learners will gain an understanding of the language and intercultural skills needed in jobs in the UK and abroad and their value. This will enable learners to use the target language to take part in work-related activities as part of a team and so contribute towards common goals. As a result learners will gain important employability skills.

This topic will be assessed partly in English and partly in the target language.

Learners must know and understand:

1. the range of employment opportunities in the UK and abroad that are available to language users⁷
2. how and why organisations benefit from staff with language skills, including operational efficiency and benefits to customers/service users
3. the intercultural understanding needed for work
4. how to collaborate with others to achieve common goals
5. how skills of gist summary of text and speech are used within work contexts and how to carry them out
6. the target language skills required in work contexts and activities including the language of interaction, addressing, introducing, common forms of politeness and colloquial language
7. non-verbal communication and its impact.

⁷ It is assumed, unless otherwise stated, that 'language users' refers to users of languages other than English.

Learners must be able to:

1. collaborate with others to achieve common work-related activities
2. use the target language to participate in work-related activities, including gist summaries
3. reflect on own contribution to work-related activities.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners
- team workers.

Topic 1.4 Using language for investigation and presentation of views (60 GLH)

Finding out about aspects of life and sharing views with others is an integral part of our daily lives enabling us to appreciate similarities and differences between ourselves and others. Doing this in a second language means that we are able to interact more effectively with those whose language and culture is not our own.

The purpose of this topic is to develop learners' target language skills through their investigation of an area of study, with the emphasis on spoken language. Learners will access authentic sources of information in the target language and find out the views of target language speakers about their chosen area of study. They will present these and their own views in order to inform others.

The area chosen for study within this topic will be from one or more contexts and may be linked to topic 1.5. It must meet the criteria as stated on page 8.

This topic will be assessed in the target language.

Learners must know and understand:

1. written and oral information sources, for finding out information and viewpoints and how to access them
2. the benefits of being able to share views and information, particularly with those whose language and perspectives are not our own
3. technologies and techniques for finding out information and viewpoints
4. how to judge relevance and value of information and views
5. question types and how to formulate them to extend thinking
6. the language of questioning, offering and eliciting views, agreement and disagreement in the target language
7. the language of presentation and description in the target language
8. language related to the chosen area of study
9. how to use content from the chosen area of study to substantiate views
10. how to present viewpoints.

Learners must be able to:

1. elicit viewpoints from target language speakers
2. select content from areas of study to substantiate viewpoints
3. present viewpoints to inform others.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- creative thinkers.

Topic 1.5 Using language creatively (30 GLH)

Poetry, songs, short stories, jokes and blogs as well as films, TV adverts, posters and leaflets are examples of creative works through which we gain information. To gain such information in a second target language gives us insight into the culture of those countries in which our target language is spoken.

The purpose of this topic is to develop learners' understanding of the use of creative language within creative contexts. By introducing learners to different creative works in the target language they will gain an appreciation of how the target language is used to create an effect. Learners will produce their own creative works in the target language to create an effect.

This topic may be linked to topics 1.3 and 1.4.

This topic will be assessed in the target language.

Learners must know and understand:

1. types of creative works in the target language and how they are used to create an effect
2. the ways creative language can be used to create an effect
3. techniques that are used to create effect and how they vary between creative works
4. how visual images can be used to support language and improve understanding.

Learners must be able to:

1. reflect on language and techniques used to create an effect
2. select creative techniques and creative language
3. produce creative works using the target language.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers.

Higher Diploma – level 2 principal learning

Summary of topic titles

Topic no.	Title	GLH
2.1	Language use and identity	30
2.2	Learning to learn a language	60
2.3	International perspectives of society and culture	60
2.4	Using languages at work	60
2.5	Introducing the world of the professional linguist	30
2.6	Using language for investigation and information	60
2.7	Using language for networking and interacting	60
2.8	Using language creatively	60

Topic 2.1 Language use and identity (30 GLH)

Most people adapt how they speak when in different situations whether it be through tone of voice, type of language used or simply level of formality. This helps establish rapport and supports effective communication.

The purpose of this topic is to develop learners' knowledge of styles and registers and how both spoken and written language can reflect social identity. Drawing on their understanding of languages, including English, learners will develop the skills to adapt language for different purposes and audiences.

This topic will be assessed in English.

Learners must know and understand:

1. the reasons for changes to language over time, and the impact on contemporary language, including borrowing, migration and technology
2. the nature of bi-, pluri- and multilingualism and why people use different languages in different contexts
3. distinguishing features of the styles and registers of languages, including English
4. how and why we use different language styles and registers, in spoken and written language, for different purposes and audiences
5. different forms of spoken and written language, including accents and dialects, standard and non-standard, formal and informal, and their relationship to culture and social identity
6. linguistic features and the key terminology used to describe written and spoken language.

Learners must be able to:

1. use styles and registers in spoken and written language
2. adapt language style and register
3. reflect on style and language used for given purpose and audience.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners.

Topic 2.2 Learning to learn a language (60 GLH)

Understanding how we learn and those styles and methods that we prefer can help us plan our own learning and so make us more effective learners as well as increasing the learning opportunities available.

The purpose of this topic is to develop knowledge and understanding of the language learning process through its application to the acquisition of a language *ab initio* or to a language where the learner already has limited knowledge. This will give the learner the opportunity to be introduced to a further language within principal learning. Learners will plan and reflect on their language learning to assess how they have progressed and their level of achievement against targets. They will be able to reflect on those strategies that they wish to transfer to other learning, including target language learning. As a result of this topic learners will be more autonomous and independent learners.

This topic will be assessed in English.

Learners must know and understand:

1. key languages that are currently required in the UK and why these requirements may change
2. reasons for language learning and how these relate to own objectives
3. traditional and non traditional language learning methods, including teaching and the use of technology
4. tasks, activities and processes that underpin language learning
5. learning styles and how to determine own preferences
6. benefits of using targets to plan and monitor language learning and how to use them
7. techniques for measuring progress and achievement against language learning targets, including reflection and evaluation
8. how to adapt language learning strategies to ensure targets are met
9. how to identify opportunities to use the language through contact with speakers of the language, and how to use technology to support this
10. how to use basic strategies to teach language to enhance own language learning.

Learners must be able to:

1. determine own learning style
2. choose and adapt learning strategies to meet targets
3. reflect on opportunities to transfer language learning strategies to other learning.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers
- reflective learners
- self-managers.

Topic 2.3 International perspectives of society and culture (60 GLH)

One of the impacts of globalisation is that the choices we make have an international impact whether it be through the food we eat, the clothes we wear or our responses to fundraising campaigns such as Live Aid and Comic Relief.

The purpose of this topic is to introduce learners to global issues and the reasons behind differences in views towards them. Learners will gain an understanding of the strategies and activities that contribute to the resolution of global issues and those agencies and organisations involved. Learners will take part in a team activity to influence others about a global issue.

This topic will be assessed in English.

Learners must know and understand:

1. the different views and attitudes that countries and cultures have towards key global issues
2. how different priorities and values affect the way that global issues are dealt with internationally and the impact in different countries
3. the international and national structures and organisations that work towards the resolution of global issues, including the UN and the EU
4. the role of development agencies and how they may be viewed by different countries and cultures
5. strategies and activities that contribute to the resolution of global issues at international, national and local level
6. the essential rights and responsibilities of a national and global citizen
7. how to influence others.

Learners must be able to:

1. collaborate with others to set goals and work towards them
2. take part in activities that contribute towards the resolution of a global issue
3. reflect on own contribution to team activity
4. reflect on influence of team activities on others.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners
- team workers
- effective participators.

Topic 2.4 Using languages at work (60 GLH)

Languages are needed in a vast array of work situations including in hospitals, immigration centres, schools and charities, as well as within the business sector and travel industry. The ability to use languages and understand the 'ways of working' in those cultures where the language is spoken brings great benefits.

The purpose of this topic is to provide learners with the opportunity to explore the use of their own target language and the 'workplace culture' of the target language countries. Through their investigation of organisations, learners will have the opportunity to apply their target language and intercultural skills to those sectors and activities within which their target language is used. Learners will carry out work-related activities that contribute to organisational goals.

This topic links to topic 2.5.

This topic will be assessed partly in English and partly in the target language.

Learners must know and understand:

1. the extent of the use of the target language within employment and the key sectors in which it is used in the UK
2. the benefits that language and intercultural understanding bring to organisational goals, including the benefits to clients and employees
3. work practices in the target language speaking country/countries and how these differ from the UK
4. how intercultural understanding contributes to workplace efficiency and is expressed through formal courtesies and linguistic conventions of the target language
5. common spoken and written language tasks and how they support work activities
6. how to use language skills to carry out work-related activities, including transferring oral messages between two people who do not speak the same language, gist summaries of texts written in the target language
7. vocabulary in the target language associated with the work setting.
8. strategies for expressing information when vocabulary is not known
9. how reference material can assist communication.

Learners must be able to:

1. engage in work-related activities in the target language
2. reflect on contribution of languages and intercultural understanding to achieving organisational goals.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners
- self-managers.

Topic 2.5 Introducing the world of the professional linguist (30 GLH)

Those who work in the professions of translation and interpreting may be involved in areas such as public services, business liaison, the entertainment industry or work with international agencies such as the EU or UN. These highly skilled professionals are much sought after.

The purpose of this topic is to introduce the learner to the work of professional translators, and interpreters and highlight the differences between those who use similar skills but are not professional linguists. Learners will be introduced to the strategies needed to both interpret and translate and will use their skills to support communication between target language speakers and non target language speakers.

This topic links to topic 2.4.

This topic will be assessed partly in English and partly in the target language.

Learners must know and understand:

1. the roles of professional interpreter and translator and the contexts within which they work
2. the differences between professional interpreters and translators and the non professional linguists who use language skills
3. strategies needed to interpret consecutively
4. strategies needed to translate text and spoken dialogue from the target language into English.

Learners must be able to:

1. translate text and spoken dialogue from the target language into English
2. transfer spoken messages between two people who do not speak the same language using consecutive interpreting skills.

In order to engage with this topic effectively, learners must use the following PLTS:

- self-managers.

Topic 2.6 Using language for investigation and information (60 GLH)

Throughout our daily lives we are finding out information to enable us to reach considered conclusions. To be able to do this in a second language, gives us access to information we might not otherwise have and hence enables us to build a stronger case for action.

The purpose of this topic is to develop learners' target language skills through their investigation of an area of study that is of personal interest, with an emphasis on written language. Using the content from their chosen area of study learners will develop the skills and language to access, summarise and interpret information and data. This will enable learners to present a persuasive case for action.

The area of study chosen within this topic must be from one or more contexts and may be linked to topics 2.7 and 2.8. It must meet the criteria as stated on page 8.

This topic will be assessed in the target language.

Learners must know and understand:

1. sources of information in the target language, including data and statistics and how to use them
2. why some information in the target language may not be appropriate for purpose and how to determine validity
3. how to record key information from sources written in the target language
4. how to interpret and present data and information
5. the language of interpretation and presenting of data and information
6. the language of explaining and persuading
7. how and when to use formal and informal language
8. how to apply knowledge and understanding of content from chosen area of study to support cases for action.

Learners must be able to:

1. select content to support persuasive case for action
2. interpret data
3. use target language to persuade others of a case for action.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers.

Topic 2.7 Using language for networking and interacting (60 GLH)

Effective interaction with others is essential for good working relationships and appropriate exchange of information. To be able to interact with people from other countries means that we are able to share ideas, information and viewpoints across cultures, leading to increased understanding.

The purpose of this topic is to develop learners' target language skills through their investigation of an area of study that is of personal interest, with the emphasis on spoken language. Learners will develop the communication and target language skills to exchange views and opinions with target language speakers about their chosen area of study, using technology where appropriate. This will enable learners to communicate effectively and so support effective relationships with target language speakers.

The area of study chosen within this topic must be from one or more contexts and may be linked to topics 2.6 and 2.8. It must meet the criteria as stated on page 8.

This topic will be assessed in the target language.

Learners must know and understand:

1. different methods and media for communication and the situations in which they are used, including technology
2. how to build rapport to support effective relationships with target language speakers
3. how to adapt register and style when communicating in the target language in different situations
4. types of questions and how they can be formulated for different purposes, including eliciting views and opinions
5. the language of questioning
6. stock phrases in the target language to maintain discussion and make logical links to the language needed to express and find out attitudes, including those relating to knowledge, modality, volition and emotions
7. the language of complaint and justification
8. the language to correct misunderstandings and clarify understanding
9. how to apply knowledge and understanding of content from chosen area of study to substantiate views.

Learners must be able to:

1. exchange opinions with target language speakers
2. use content from chosen area of study to substantiate opinions.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- effective participators.

Topic 2.8 Using language creatively (60 GLH)

Poetry, songs, short stories, jokes and blogs as well as novels, plays and films are examples of creative works that are used to achieve effect. To access these works in a target language gives insight into the cultures of those countries in which our target language is spoken.

The purpose of this topic is to develop learners understanding and use of creative language within their target language. Introducing learners to different creative works in the target language will give them an appreciation of how language and techniques are used within creative works to achieve effect, including to influence others. Through this topic learners will be able to produce creative works in the target language to create an effect.

This topic may be linked to topics 2.6 and 2.7.

This topic is assessed in the target language.

Learners must know and understand:

1. creative works from a range of media and genres in the target language and how they can create effect
2. creative language and techniques and how they are used to create effect
3. creative language tools and devices and how they are used to achieve creative effects, including metaphor, rhyme, style and structure
4. creative techniques and how they are used to achieve creative effect within different creative media and genres
5. how to use creative language tools, devices and techniques to achieve creative effect.

Learners must be able to:

1. reflect on the language and techniques used within creative media to achieve specific effect
2. produce creative works in the target language to create specific effect.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers.

Advanced Diploma – level 3 principal learning

Summary of topic titles

Topic no.	Title	GLH
3.1	Using linguistics for discourse analysis	60
3.2	Self-directed language learning	30
3.3	Global challenges facing contemporary society	60
3.4	Languages at work	60
3.5	The world of the professional linguist	60
3.6	Using language for research	90
3.7	Using language for structured oral discourse	90
3.8	Engaging with creative works	60
3.9	Using language creatively	30

Topic 3.1 Using linguistics for discourse analysis (60 GLH)

Those involved in the production of newspaper articles, press releases or political scripts use the skills of discourse analysis to manipulate language in their daily work and clearly understand how to use language to influence thought – whether it be by persuading, misleading or comforting.

The purpose of this topic is to develop learners' sensitivity to language use through an understanding of the relationship between languages and thought. This will equip them with the relevant analytical understanding to develop their skills in discourse analysis. Topics 3.4, 3.6 or 3.7 may provide learners with research findings, issues or opinions of which they may want to inform or persuade others. As a result of their learning, learners will be able to apply their skills acquired through discourse analysis to influence others when communicating in English and the target language.

This topic will be assessed partly in English and partly in the target language.

Learners must know and understand:

1. situations where discourse analysis is used, and why, including to persuade, manipulate, mislead and comfort
2. how language, culture and thought are linked and the dynamic nature of the relationship
3. how linguistic terminology is used in discourse analysis, including etymology, morphology, semantics and phonology
4. how to use word modification, word order and agreement, clauses and linking devices to affect meaning
5. how and why orthographically transcribed conversation, using standard transcription conventions, is different from formal written prose.

Learners must be able to:

1. determine how language is used (English and target language) to impact on thought
2. influence others when communicating in English and the target language.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers
- reflective learners.

Topic 3.2 Self-directed language learning (30 GLH)

The skills of independent and autonomous learning are extremely valuable. An understanding of how we learn and how to manage our own learning can be transferred to any other learning, including our target language learning and our future learning at work.

The purpose of this topic is to develop learners' autonomous language learning skills and apply them to learn a language *ab initio* or a language of which they have limited previous knowledge. Through their understanding of the theory of language acquisition learners will be able to reflect on their choice of strategies to inform future language learning and other learning. As a result learners will become more independent in their future learning.

This topic will be assessed in English.

Learners must know and understand:

1. key aspects of theory in second-language acquisition, including its impact on teaching strategies
2. how to apply relevant aspects of theory in second-language acquisition to assist themselves to acquire a second language
3. how to manage language learning, including planning, target setting, monitoring, reflection and evaluation
4. how to use the technologies to support language learning
5. how the teaching of languages to others can be used as a tool to assist own language learning
6. sources of advice and support and how to access them.

Learners must be able to:

1. work towards language learning targets, monitoring own learning
2. select strategies to support language learning, including supporting others in second-language acquisition
3. reflect on strategies for language learning that can be applied to meet new demands.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers
- reflective learners
- self-managers.

Topic 3.3 Global challenges facing contemporary society (60 GLH)

Economic greed, power, political or religious differences underpin many of the challenges that face society, a large number of which result in inequalities and human rights violations. From international to a local level, there are campaigns that aim to engage us with some of these issues, whether it be through signing a petition, donating our money or taking part in protest and demonstrations.

The purpose of this topic is to raise learners' awareness of some of the global issues that face society and their impact. Using their understanding of the roles of those who work to alleviate inequalities and their campaigns, learners will plan and deliver their own campaign. As a result learners will become 'globally aware' and active citizens.

This topic will be assessed in English.

Learners must know and understand:

1. key challenges facing contemporary global society and their moral, ethical, economic, political, legal and cultural dimensions
2. the concept of human rights and how it is underpinned by the UN Declaration of Human Rights
3. our responsibilities as global citizens towards human rights
4. how human rights are interpreted differently in different countries and cultures and how aspects of human rights can clash with each other
5. the concept of sustainability
6. the positive and negative impacts of international trade, including tourism
7. strategies that work towards a more sustainable society including, fair-trade and sustainable tourism
8. the roles of those who work to bring solutions to inequality and human rights violations, including international and European agencies, national governments, human rights charities, international lawyers and the diplomatic services and the challenges they face
9. campaigns that work towards a more equitable society and their effectiveness
10. how to plan, deliver and evaluate campaigns.

Learners must be able to:

Criteria for the Diploma qualifications in languages and international communication at
foundation, higher and advanced levels

1. evaluate campaigns against goals
2. plan and deliver campaigns.

In order to engage with this topic effectively, learners must use the following PLTS:

- effective participators.

Topic 3.4 Languages at work (60 GLH)

The introduction of new products, moving into new markets, mergers and acquisitions often results in businesses operating within two or more countries. This international business requires effective communication strategies within organisations. Similarly there are organisations within the UK with communication challenges due to the diversity of their employees. Both require solutions underpinned by knowledge of languages and sensitivity to intercultural differences.

The purpose of this topic is to develop knowledge and understanding of how good language skills and the ability to communicate sensitively are critical to achieving organisational goals. Using this knowledge, learners will work to plan solutions to support effective communications within organisations.

This topic will be assessed partly in English and partly in the target language.

Learners must know and understand:

1. the differences between the culturally determined work routines and practices, expectations and conventions of working in the UK and the target-language speaking country or countries and why these differences require a culturally sensitive response
2. ways in which language skills and intercultural understanding contribute to organisational goals, including profitability, competitiveness and cohesion
3. key business functions, organisational structures and cultures within international organisations
4. the challenges international organisations face in managing effective communication
5. how technology supports communication within international organisations
6. tools and solutions to ensure effective communication within international organisations, including training programmes
7. how to collaborate with others to achieve goals
8. the impact of poor team working and communications on individuals, teams and organisations
9. the benefits of collaborative and sensitive working on organisations, team members and individuals

10. the language and cultural conventions required to plan solutions in the target language.

Learners must be able to:

1. collaborate with others
2. plan solutions to support effective communications within organisations
3. use target language and intercultural skills to contribute to organisational goals.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers
- team workers.

Topic 3.5 The world of the professional linguist (60 GLH)

Professional translators and interpreters often work in situations where the accuracy and speed with which they facilitate communication will have a significant impact on the way in which a situation evolves. They must draw on a complex set of skills (not just language proficiency) to support their work, which may be in war zones, at international conferences, within public service or for organisations such as the EU or UN.

The purpose of this topic is to introduce the learner to the work of professional translators and interpreters, the challenges they face and the ethical dimensions of their work. In beginning to develop some of the skills required for this work, learners will gain an understanding of the difference between these professional roles and the more everyday use of languages at work, and will begin to appreciate the criticality of the levels of accuracy necessary for professional interpretation and translation. Using their skills to engage in two-way consecutive interpreting and to translate texts and speech in the target language, learners will have the opportunity to facilitate understanding between people who use different languages.

This topic will be assessed partly in English and partly in the target language.

Learners must know and understand:

1. the roles of translators and interpreters in the public, private and not-for-profit sectors and the challenges they face
2. why accurate translation of the overall meaning and function of text or speech in the target language is important and how this is ensured
3. the ethics of translating and interpreting, including confidentiality, objectivity and impartiality; and issues that can arise if these are not followed
4. the impact of localisation requirements on translators and interpreters, including cultural, language and stylistic features
5. the differences between simultaneous and consecutive interpreting
6. how to carry out two-way consecutive interpreting
7. how interpreting and translating may be assisted by reference materials.

Learners must be able to:

1. use two-way consecutive interpreting skills

2. translate from the target language into English
3. reflect on skills and language used.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners.

Topic 3.6 Using language for research (90 GLH)

Research findings are used to underpin decision making. Although the process used varies according to its purpose and audience, research per se is critical to many in a range of work activities including academia, science, government policy and business – especially to those involved in marketing. Being able to access sources in more than one language can broaden the evidence base for research and give an insight into local views and different attitudes to the subject matter, thus contributing to the quality of the research process and the findings on which decisions will be taken.

The purpose of this topic is to develop learners' target language skills through its application to the research of a chosen area of study, with an emphasis on written language. Using their target language, learners will develop knowledge and understanding of the different research methodologies, skills and resources required to undertake research for different purposes. They will develop the target language skills to carry out research to inform a decision. As a result learners will be more discerning users of information sources.

The area of study for this topic will be from one or more contexts and may link to topics 3.1 and 3.7. It must meet the criteria as stated on page 8.

This topic will be assessed in the target language.

Learners must know and understand:

1. the purposes of research and how research findings are used to inform decisions
2. the advantages of being able to carry out and present research findings in more than language
3. different approaches to research/research methodologies and how they vary for different purposes
4. how to plan a research project, based on a valid area of research
5. how to use primary and secondary research, qualitative and quantitative data in different contexts
6. how to access secondary source material in the target language and establish authenticity and validity
7. how technology is used to support research approaches
8. techniques to summarise information from written sources in the target language

9. how to collect primary data from target language sources, including surveys, interviews and observation
10. the language and terminology in the target language needed to carry out primary research
11. how to analyse and interpret data, information and divergent opinions presented in the target language
12. ways in which research findings are presented for different purposes, including use of style and register
13. how technology can be used to support the analysis of data and presentation of findings from chosen area of study
14. the language and terminology needed to analyse information from the chosen area of study
15. the language of detailed exposition, including rhetorical devices
16. how to formulate and use complex sentence structures.

Learners must be able to:

1. analyse statistical data
2. draw on content to substantiate findings
3. use style and register to present research findings in the target language
4. reflect on research methodology.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- creative thinkers.

Topic 3.7 Using language for structured oral discourse (90 GLH)

Sharing our ideas and opinions with others or simply passing on information is a daily part of our lives whether in informal situations or more formal settings such as a job interview, a debate about the impact of a new government initiative or a presentation of research finding. How we structure our communications and the language we use is critical to ensuring our words have the impact intended.

With the emphasis on spoken language, the purpose of this topic is to develop learners' ability to use the target language to express themselves through different types of structured discourse. Drawing on their understanding of a chosen area of study, learners will use the skills and techniques to exchange reasoned viewpoints in the target language with an intended outcome in mind. As a result of this, learners will become focused communicators who are able to be 'outcome driven'.

The area of study chosen within this topic must be from one or more contexts and may be linked to topic 3.6. It must meet the criteria as stated on page 8

This topic will be assessed in the target language.

Learners must know and understand:

1. different types of structured oral discourse, including presenting report findings and making recommendations, negotiating, taking part in formal debate, meetings and interviews
2. the preparation required for structured oral discourse, including the anticipation of intended outcomes and counter objections
3. the influence of circumstances, beliefs and feelings on individual behaviours within structured oral discourse and how to respond sensitively
4. verbal and other techniques required to structured oral discourse and when to use them
5. how to adapt techniques for different purposes
6. key technologies used in oral communication and their appropriate use
7. techniques for summarising complex information from oral sources in the target language
8. the language needed to structure and engage in different types of oral discourse including the language of providing information, persuading, explaining, recommending, negotiating and questioning, open and closing remarks, encouraging turn taking and linking ideas

9. the language of idioms
10. how to use knowledge and understanding of content selected from chosen area of study to inform structured oral discourse.

Learners must be able to:

1. exchange viewpoints with target language speakers
2. adapt techniques
3. reflect on contribution of preparation and knowledge and understanding of area of study to intended outcome.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- creative thinkers.

Topic 3.8 Engaging with creative works (60 GLH)

The reviews available to us through the radio, TV, newspapers and magazines can help us to select from the vast choice available which literature or other creative works we wish to engage with, whether it be poetry, short stories, novels, plays or films. Information, comment and opinion can have a powerful influence on our choices about which film to see or book to read whether it be contemporary literature or classic works from a previous era.

The purpose of this topic is to develop learners' appreciation of creative works. Through their exposure to a range of creative works within the target language, learners will gain an understanding of the features which contribute to their status, whether that be a 'classic', a historical great or simply good entertainment. Learners will develop the skills to critically review works and use their skills to express their opinions and preferences about creative works. As a result learners will be discerning readers and informed reviewers of creative works.

This topic will be assessed in the target language.

Learners must know and understand:

1. creative works in the target language from a range of genres, including contemporary and classic film and fiction
2. those features of creative works that give them their status as important and/or appealing
3. techniques of a range of genres including story line, setting, characterisation and language and how they are used
4. the effects created by language and other techniques
5. how creative works reflect the prevailing culture
6. how to critically review creative works
7. the language to critically review.

Learners must be able to:

1. engage with creative works produced in the target language
2. critically review works in the target language
3. use the target language to express opinions and preferences.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers.

Topic 3.9 Using language creatively (30 GLH)

Poetry, songs, short stories, as well as, plays and films are examples of creative works. Some are works of art, snapshots of culture, intellectual masterpieces; others may simply be telling a story, raising awareness of an issue or aiming to amuse or entertain.

Using their experience of creative works within the target language, learners will gain an understanding of how to use creative language and techniques. Learners will use this understanding to produce creative works of their own.

This topic is linked to 3.8. It may also be linked to 3.3, 3.6 and 3.7

This topic will be assessed in the target language.

Learners must know and understand:

1. how techniques are used in works to create effect
2. how to use creative techniques and adapt them to achieve effect
3. language used in creative works that contribute to effect
4. how to use language in creative works to create effect
5. the language of creation and the imagination.

Learners must be able to:

1. produce creative works to create a specific effect
2. reflect on contribution of language and techniques to effect.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers
- reflective learners.

Personal, learning and thinking skills

Awarding organisations must design learning outcomes and assessment criteria that clearly include opportunities for the development of PLTS. At all levels of the Diploma, principal learning must include all six PLTS. These should be integrated as a minimum within the assessment criteria for principal learning to explicitly recognise the application of these skills within sector-relevant contexts.

Awarding organisations must also provide a clear mapping of the coverage PLTS within their submission. This should be at the level requested under each topic within the criteria, such as ‘independent enquirers’, ‘creative thinkers’, and so on.

Functional skills

Components and qualifications based on these criteria must provide opportunities for learners to develop and apply functional skills within sector-specific contexts.

Awarding organisations must provide a summary of the appropriate opportunities identified.

Additional and specialist learning

Please refer to the Ofqual document *Criteria for accreditation of Foundation, Higher and Advanced Diploma qualifications* (Ofqual/08/3990) at www.ofqual.gov.uk/files/OAC_diplomas_v2.pdf for the rules governing additional and specialist learning.

Advanced level: External assessment

At advanced level the principal learning will have 180 GLH of external assessment.

Appendix: Indicative grammar requirements

Foundation Diploma in languages and international communication

Foundation level Diploma learners will be expected to have acquired knowledge and understanding of grammar in their target language during their Diploma principal learning programme. Sample grammar requirements for French, German and Spanish are specified. These are exemplars only. Whatever language is used as the target language, all principal learning specifications require grammar to be specified at the appropriate level, embedded within the units themselves and calibrated with the existing frameworks referred to on page 10. (The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.)

Foundation: French

Nouns

gender

singular and plural forms

Articles

definite, indefinite and partitive, including use of *de* after negatives

Adjectives

agreement

position

comparative and superlative: regular and *meilleur*

demonstrative (*ce, cet, cette, ces*)

indefinite (*chaque, quelque*)

possessive

interrogative (*quel, quelle*)

Adverbs

comparative and superlative

regular

interrogative (*comment, quand*)

adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)

common adverbial phrases

Quantifiers/intensifiers (*très, assez, beaucoup, peu, trop*)

Pronouns

personal: all subjects, including *on*

reflexive

relative: *qui*

relative: *que* (R)

object: direct (R) and indirect (R)

position and order of object pronouns (R)

disjunctive/emphatic

demonstrative (*ça, cela*)

indefinite (*quelqu'un*)

interrogative (*qui, que*)

use of *y, en* (R)

Verbs

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

negative forms

interrogative forms

modes of address: *tu, vous*

impersonal verbs (*il faut*)

verbs followed by an infinitive, with or without a preposition

Tenses

present

perfect

imperfect: *avoir, être* and *faire*

other common verbs in the imperfect tense (R)

immediate future

future (R)

conditional: *vouloir* and *aimer*

pluperfect (R)

passive voice: present tense (R)

imperative

present participle (R)

Prepositions

Conjunctions

Number, quantity, dates and time, including use of *depuis* with present tense

Foundation: German

The case system

Nouns

gender

singular and plural forms, including genitive singular and dative plural

weak nouns: nominative and accusative singular (*Herr, Junge, Mensch, Name*) (R)

adjectives used as nouns (*ein Deutscher*)

Articles

definite and indefinite

kein

Adjectives

adjectival endings: predicative and attributive usage, singular and plural, used after definite and indefinite articles, demonstrative and possessive adjectives

adjectival endings after *etwas, nichts, viel, wenig, alles* (R)

comparative and superlative, including common irregular forms (*besser, höher, näher*)

demonstrative (*dieser, jeder*)

possessive

interrogative (*welcher*)

Adverbs

comparative and superlative, including common irregular forms (*besser, lieber, mehr*)

interrogative (*wann, warum, wo, wie, wie viel*)

adverbs of time and place (*manchmal, oft, hier, dort*)

common adverbial phrases (*ab und zu, dann und wann, letzte Woche, nächstes Wochenende, so bald wie möglich*)

Quantifiers/intensifiers (*sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen*)

Pronouns

personal, including *man*

reflexive: accusative

reflexive: dative (R)

relative: nominative

relative: other cases (R) and use of *was* (R)

indefinite: *jemand, niemand*

interrogative: *wer, was, was für*

interrogative: *wen, wem* (R)

Verbs

regular and irregular verbs

reflexive

modes of address: *du, Sie*

mode of address: *ihr* (R)

impersonal (most common only, eg *es gibt, es geht, es tut weh*)

separable/inseparable

modal: present and imperfect tenses, imperfect subjunctive of *mögen*

infinitive constructions (*um ... zu ...*; verbs with *zu ...*) (R)

negative forms

interrogative forms

Tenses

present

perfect: excluding modals

imperfect/simple past: *haben, sein* and modals

imperfect/simple past: other common verbs (R)

future

pluperfect (R)

imperative forms

Prepositions

fixed case and dual case with accusative and/or dative

with genitive (R)

Clause structures

main clause word order

subordinate clauses, including relative clauses

Conjunctions

coordinating (most common, eg *aber, oder, und*)

subordinating (most common, eg *als, obwohl, weil, wenn*)

Number, quantity, dates and time, including use of *seit* with present tense

Foundation: Spanish

Nouns

gender

singular and plural forms

Articles

definite and indefinite

lo plus adjective (R)

Adjectives

agreement

position

comparative and superlative: regular and *mayor, menor, mejor, peor*

demonstrative (*este, ese, aquel*)

indefinite (*cada, otro, todo, mismo, alguno*)

possessive, short form (*mi*)

possessive, long form (*mío*) (R)

interrogative (*cuánto, qué*)

Adverbs

formation

comparative and superlative: regular

interrogative (*cómo, cuándo, dónde*)

adverbs of time and place (*aquí, allí, ahora, ya*)

common adverbial phrases

Quantifiers/intensifiers (*muy, bastante, demasiado, poco, mucho*)

Pronouns

subject

object (R)

position and order of object pronouns (R)

reflexive

relative: *que*,

relative: *quien, lo que* (R)

disjunctive (*conmigo, para mí*)

demonstrative (*éste, ése, aquél, esto, eso, aquello*)

indefinite (*algo, alguien*)

interrogative (*cuál, qué, quién*)

Verbs

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

modes of address: *tú* and *usted*

radical-changing verbs

negative forms

interrogative forms

reflexive constructions (*se puede, se necesita, se habla*)

uses of *ser* and *estar*

Tenses

present indicative

present continuous

preterite

imperfect: in weather expressions with *estar, hacer*

imperfect (R)

immediate future

future (R)

perfect: most common verbs only

conditional: *gustar* only in set phrases

pluperfect (R)

gerund (R)

imperative: common forms, including negative

subjunctive, present: (R) in certain exclamatory phrases (*¡Viva! ¡Dígame!*)

subjunctive, imperfect: *quisiera*

impersonal verbs: most common only

Prepositions

common, including personal *a*

por and *para*

Conjunctions, common, including *y, pero, o, porque, como, cuando*

Number, quantity, dates

Time, use of *desde hace* with present tense (R)

Higher Diploma in languages and international communication

Higher level Diploma learners will be expected to have acquired knowledge and understanding of grammar in their target language during their Diploma principal learning programme. Sample grammar requirements for French, German and Spanish are specified. These are exemplars only. Whatever language is used as the target language, all principal learning specifications require grammar to be specified at the appropriate level, embedded within the units themselves and calibrated with the existing frameworks referred to on page 10. (The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.)

Higher: French

Nouns

gender

singular and plural forms

Articles

definite, indefinite and partitive, including use of *de* after negatives

Adjectives

agreement

position

comparative and superlative, regular and *meilleur, pire*

demonstrative (*ce, cet, cette, ces*)

indefinite (*chaque, quelque*)

possessive

interrogative (*quel, quelle*)

Adverbs

comparative and superlative, including *mieux, le mieux*

regular

interrogative (*comment, quand*)

adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)

common adverbial phrases

Quantifiers/intensifier (*très, assez, beaucoup, peu, trop*)

Pronouns

use of *y, en*

personal: all subjects, including *on*

reflexive

relative: *qui*

relative: *que*

relative: *dont* (R)

object: direct and indirect

demonstrative (*celui*) (R)

possessive (*le mien*) (R)

position and order of object pronouns

disjunctive/emphatic

demonstrative (*ça, cela*)

indefinite (*quelqu'un*)

interrogative (*qui, que*)

Verbs

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

negative forms

interrogative forms

modes of address: *tu, vous*

impersonal verbs (*il faut*)

verbs followed by an infinitive, with or without a preposition

Tenses

present

perfect

imperfect: *avoir, être* and *faire*

future

imperfect

conditional

pluperfect

passive voice: future, imperfect and perfect tenses (R)

perfect infinitive

present participle, including use after *en*

subjunctive mood: present, in commonly used expressions (R)

other common verbs in the imperfect tense (R)

immediate future

future (R)

conditional: *vouloir* and *aimer*

pluperfect (R)

passive voice: present tense (R)

imperative

present participle (R)

Time, including use of *depuis* with imperfect tense

Prepositions

Conjunctions

Number, quantity, dates and time, including use of *depuis* with present tense

Higher: German

The case system

Nouns

gender

singular and plural forms, including genitive singular and dative plural

weak nouns: nominative and accusative singular (*Herr, Junge, Mensch, Name*) (R)

adjectives used as nouns (*ein Deutscher*)

weak nouns

Articles

definite and indefinite

kein

Adjectives

adjectival endings: predicative and attributive usage, singular and plural, used after definite

and indefinite articles, demonstrative and possessive adjectives

adjectival endings after *etwas, nichts, viel, wenig, alles* (R)

comparative and superlative, including common irregular forms (*besser, höher, näher*)

demonstrative (*dieser, jeder*)

possessive

interrogative (*welcher*)

Adverbs

comparative and superlative, including common irregular forms (*besser, lieber, mehr*)

interrogative (*wann, warum, wo, wie, wie viel*)

adverbs of time and place (*manchmal, oft, hier, dort*)

common adverbial phrases (*ab und zu, dann und wann, letzte Woche, nächstes Wochenende, so bald wie möglich*)

Quantifiers/intensifiers (*sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen*)

Pronouns

personal, including *man*

reflexive: accusative

relative: nominative

indefinite: *jemand, niemand*

interrogative: *wer, was, was für*

interrogative: *wen, wem*

reflexive: dative

relative: all cases, and use of *was*

Verbs

regular and irregular verbs

reflexive

modes of address: *du, Sie, ihr*

mode of address:

impersonal (most common only, eg *es gibt, es geht, es tut weh*)

separable/inseparable

modal: present and imperfect tenses, imperfect subjunctive of *mögen*

infinitive constructions (*um ... zu ...; verbs with zu ...*) (R)

negative forms

interrogative forms

Tenses

present

perfect: excluding modals

imperfect/simple past: *haben, sein* and modals

imperfect/simple past: other common verbs (R)

future

imperfect/simple past of common verbs

future

conditional: *würde* with infinitive

pluperfect

imperfect subjunctive in conditional clauses: *haben* and *sein*

pluperfect (R)

imperative forms

impersonal

infinitive constructions (*ohne ... zu ...; um ... zu ...; verbs with zu ...*, eg *beginnen, hoffen, versuchen*)

modal: imperfect subjunctive of *können, sollen*

Prepositions

fixed case and dual case with accusative and/or dative

with genitive (most common, eg *außerhalb, statt, trotz, während, wegen*)

Clause structures

main clause word order

subordinate clauses, including relative clauses

Conjunctions

coordinating and subordinating

Number, quantity, dates and time, including use of *seit* with present tense

Time, use of *seit* with imperfect tense

Higher: Spanish

Nouns

gender

singular and plural forms

Articles

definite and indefinite

lo plus adjective

Adjectives

agreement

position

comparative and superlative

demonstrative (*este, ese, aquel*)

indefinite (*cada, otro, todo, mismo, alguno*)

interrogative (*cuánto, qué*)

possessive, short and long forms (*mi, mío*)

relative (*cuyo*)

Adverbs

formation

comparative and superlative

interrogative (*cómo, cuándo, dónde*)

adverbs of time and place (*aquí, allí, ahora, ya*)

common adverbial phrases

Quantifiers/intensifiers (*muy, bastante, demasiado, poco, mucho*)

Pronouns

subject

object

position and order of object pronouns

reflexive

relative: *que*,

relative: *quien, lo que* (R) all other uses, including *quien, lo que, el que, cual*

disjunctive (*conmigo, para mí*)

demonstrative (*éste, ése, aquél, esto, eso, aquello*)

indefinite (*algo, alguien*)

interrogative (*cuál, qué, quién*)

possessive (*el mío, la mía*)

Verbs

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

modes of address: *tú* and *usted*

radical-changing verbs

negative forms

interrogative forms

reflexive constructions (*se puede, se necesita, se habla*)

uses of *ser* and *estar*

Tenses

present indicative

present continuous

preterite

imperfect: in weather expressions with *estar, hacer*

imperfect

immediate future

imperfect continuous

future

perfect

conditional

pluperfect

passive voice (R)

gerund

imperative: common forms, including negative

impersonal verbs: most common only

present subjunctive: imperative, affirmation and negation, future after conjunctions of time (*cuando*), after verbs of wishing, command, request, emotion, to express purpose (*para que*)

imperfect subjunctive (R)

Prepositions

common, including personal *a*

por and *para*

Conjunctions, common, including *y, pero, o, porque, como, cuando*

Number, quantity, dates

Time

use of *desde hace* with present tense

use of *desde hace* with imperfect tense (R)

Advanced Diploma in languages and international communication

Advanced level Diploma learners will be expected to have acquired knowledge and understanding of grammar in their target language during their Diploma principal learning programme. Sample grammar requirements for French, German and Spanish are specified. These are exemplars only. Whatever language is used as the target language, all principal learning specifications require grammar to be specified at the appropriate level, embedded within the units themselves and calibrated with the existing frameworks referred to on page 10. (The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.)

Advanced: French

Nouns

gender

singular and plural forms

Articles

definite, indefinite and partitive

Adjectives

agreement

position

comparative and superlative

demonstrative (*ce, cet, cette, ces*)

indefinite (*chaque, quelque*)

possessive

interrogative (*quel, quelle*)

Adverbs

comparative and superlative

interrogative (*comment, quand*)

Quantifiers/intensifiers (*très, assez, beaucoup*)

Pronouns

personal: subject, object: direct and indirect

position and order

reflexive

relative (*qui, que*)

relative: *lequel, auquel, dont*

object: direct and indirect

disjunctive/emphatic

demonstrative (*celui*)

indefinite (*quelqu'un*)

possessive (*le mien*)

interrogative (*qui, que, quoi*)

interrogative (*quoi*) (R)

use of *y, en*

Verbs

regular and irregular verbs, including reflexive verbs

modes of address (*tu, vous*)

impersonal verbs

verbs followed by an infinitive (with or without a preposition)

dependent infinitives (*faire réparer*)

perfect infinitive

negative forms

interrogative forms

Tenses

present

perfect (including agreement of past participle)

imperfect

future

conditional

future perfect (R)

conditional perfect (R)

pluperfect

past historic (R)

passive voice: present tense

other tenses (R)

imperative

present participle

subjunctive mood: present (common uses, eg after expressions of possibility, necessity, obligation and after conjunctions such as *bien que*)

future perfect tense

conditional perfect tense

passive voice: all tenses

subjunctive mood: present

perfect

imperfect (R)

Indirect speech

Inversion after speech (R)

Prepositions

Conjunctions

Number, quantity and time (including use of *depuis, venir de*)

Inversion after adverbs

Inversion after speech

Advanced: German

The case system

Nouns

gender

singular and plural forms

genitive singular and dative plural forms

weak nouns

adjectives used as nouns

Articles

definite and indefinite, including *kein*

Adjectives

adjectival endings

comparative and superlative

demonstrative (*dieser, jeder*)

possessive

interrogative (*welcher*)

Adverbs

comparative and superlative

interrogative (*wann, warum, wo, wie, wie viel*)

Qualifiers (*sehr, besonders, kaum, recht, wenig*)

Particles (*doch, eben, ja, mal, schon*)

Pronouns

personal

position and order

reflexive

relative

indefinite (*jemand, niemand*)

possessive

interrogative (*wer, wen, wem, was*)

Verbs

weak, strong, mixed and irregular forms of verbs

reflexive usages

modes of address (*du, ihr, Sie*)

impersonal verbs

separable/inseparable

infinitive constructions: *lassen* with infinitive

modal verbs (*dürfen, können, mögen, müssen, sollen, wollen*): present and imperfect tenses; imperfect subjunctive of *mögen* and *können*

auxiliary (*haben, sein, werden*)

infinitive constructions (*um ... zu, ohne ... zu, verbs with zu*)

infinitive constructions: *lassen* with infinitive

negative forms

interrogative forms

Tenses

present

perfect

perfect (modal verbs) (R)

imperfect/simple past (all verbs)

future

conditional

future perfect (R)

conditional perfect (R)

pluperfect

passive voice (verbs with a direct or indirect object)

imperative

subjunctive in conditional clauses (imperfect)

subjunctive in conditional clauses (pluperfect)

subjunctive in indirect speech (R)

perfect (all verbs, including modal verbs)

future perfect

conditional perfect

Prepositions

fixed case and dual case

Clause structures

main clause word order

subordinate clauses (including relative clauses)

Conjunctions

coordinating

subordinating: most common, including *damit, ob, so dass*

subordinating: *als ob, seitdem* (R)

Number, quantity and time (including use of *seit, seitdem*)

Other uses of the subjunctive (with *als, als ob*)

Conjunctions subordinating (*als ob, seitdem*)

All forms of indirect speech

Variations of normal word order

Advanced: Spanish

Nouns

gender

singular and plural forms

Articles

definite and indefinite (including *lo* plus adjective)

Adjectives

agreement

position

apocopation (*buen, mal*)

comparative and superlative

demonstrative (*este, ese, aquel*)

indefinite (*alguno, cualquiera, otro*)

possessive (short and long forms) (*mi, mío*)

interrogative (*cuánto, qué*)

relative (*cuyo*)

exclamatory (*qué*)

Adverbs

comparative and superlative

interrogative (*cómo, cuándo, dónde*)

Quantifiers/intensifiers (*muy, bastante, poco, mucho*)

Pronouns

subject

object: direct and indirect

position and order

reflexive

relative (*que, quien, el que, el cual*)

disjunctive/emphatic

demonstrative (*éste, ése, aquél, esto, eso, aquello*)

indefinite (*algo, alguien*)

possessive (*el mío, la mía*)

interrogative (*cuál, qué, quién*)

Verbs

regular and irregular forms of verbs, including reflexive verbs

modes of address (*tú, usted*)

radical-changing verbs

impersonal verbs

verbs followed by an infinitive (with or without a preposition)

perfect infinitive

negative forms

interrogative forms

reflexive constructions (*se vende, se nos dice que*)

uses of *ser* and *estar*

Tenses

present

preterite

imperfect

future

conditional

perfect

future perfect (R)

conditional perfect (R)

pluperfect

passive voice: present and preterite tenses

other tenses (R)

continuous tenses

imperative

gerund

past participle

subjunctive mood: present

perfect

imperfect

pluperfect

uses of subjunctive: polite commands

negative commands

after verbs of wishing, command, request, emotion

to express purpose (*para que*)

to express possibility/impossibility

after conjunctions of time (*cuando lleguemos*)

in conditional sentences after *si*

all other common uses (R)

future perfect tense

conditional perfect tense

passive voice: all tenses

subjunctive mood: all common uses

Prepositions

personal *a*

uses of *por* and *para*

Conjunctions, common, including *y*, *pero*, *o*, *porque*, *como*, *cuando*

Number, quantity and time, constructions with *hace* and *desde hace*

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