

Criteria for the Diploma Qualifications in Languages and International Communication at Foundation, Higher and Advanced Levels



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The criteria

Introduction

1. The purpose of this document is to record a full set of criteria for levels 1, 2 and 3 principal learning qualifications for the foundation, higher and advanced Diploma in Languages and International Communication. It also sets out the overall aims of the Diploma in Languages and International Communication.
2. This document should be read in conjunction with the Ofqual document *Criteria for Accreditation of Foundation, Higher and Advanced Diploma Qualifications*, which defines the overarching criteria for all Diplomas at foundation, higher and advanced levels.
3. 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.

Aims

4. The general aims of the Diplomas are identified in Section 2 of the document *Criteria for Accreditation of Foundation, Higher and Advanced Diploma Qualifications*. 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.
5. 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.
6. 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.

Language acquisition

7. 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 the language structures will be developed within naturally occurring opportunities which arise within the topics. Development of grammatical/structural understanding in a de-contextualised way would be contrary to the vision for this Diploma.
8. It is intended that language acquisition will take place in all these topics that are assessed either totally in the target language or those that are assessed partly in the target language and partly in English.
9. 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 and 3.7) a choice of contexts is provided. This is detailed below, offering learners and 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. 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.
10. The contexts for language acquisition can be selected from:
 - culture, the arts and sport;
 - business and enterprise;
 - humanities and social sciences;
 - science and technology.
11. 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

12. 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. 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 learner's level is below that of the principal learning.
13. If learners wish to study further languages, this could be undertaken as part of additional and specialist learning.
14. 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.

Assessment

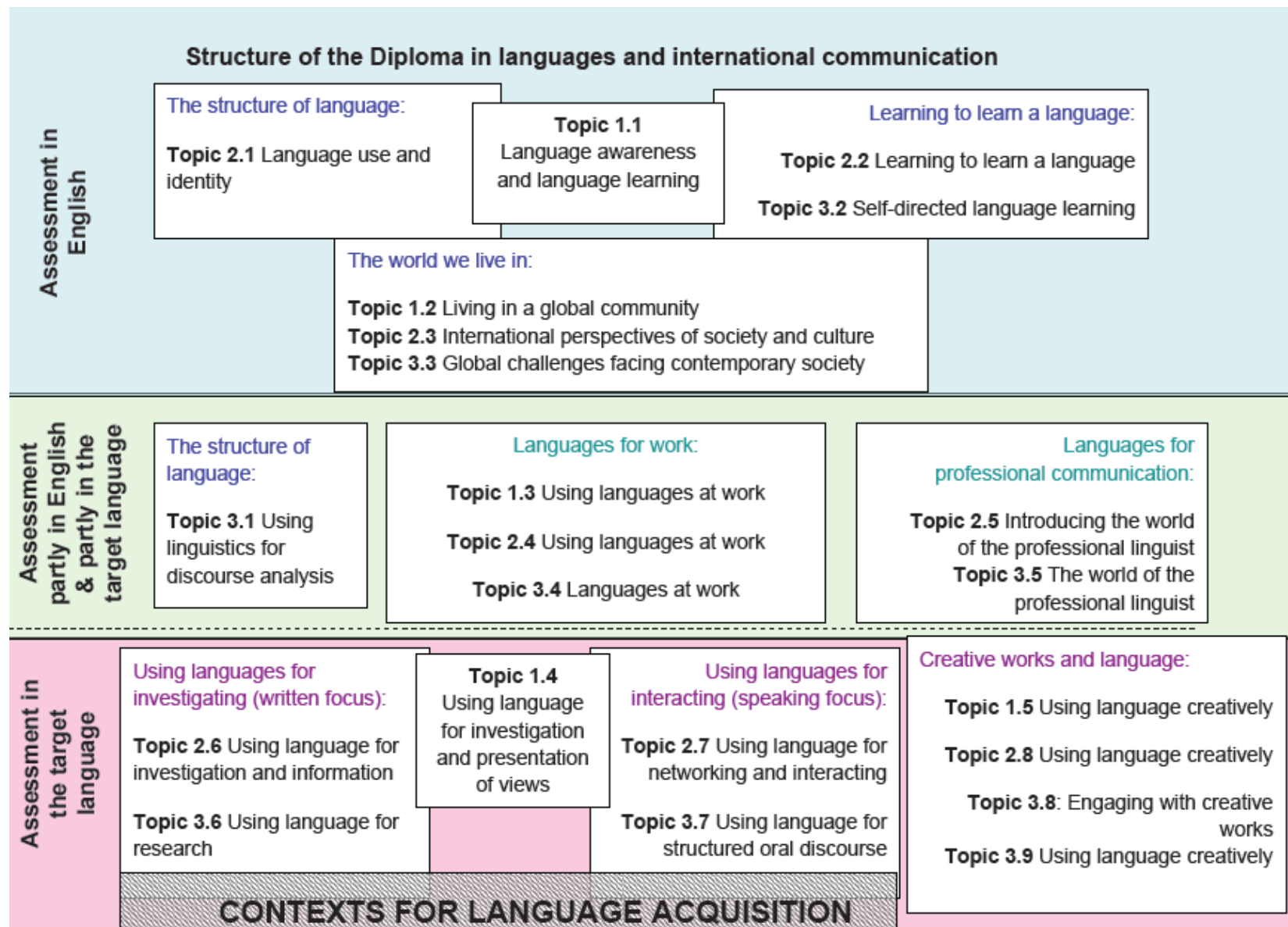
15. Across each level of the Diploma in languages and international communication all specifications must:
 - ensure that at foundation and higher level a minimum of 50 per cent of the marks available for principal learning are for the use of the target language and at advanced level a minimum of 65 per cent;
 - 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;

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- 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.

Themes

16. The classification of topics under themes has not been specified.



Structure

Structure of Diploma in Languages and International Communication			
<i>Level</i>	<i>Foundation</i>	<i>Higher</i>	<i>Advanced</i>
Total GLH	600	800	1080
Principal learning (GLH)	240	420	540
Generic learning (GLH)	240	200	180
Additional/specialist learning	120	180	360

Foundation level

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)

Purpose

17. 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.
18. 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 knowledge. 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.

Scope of learning

Learners must know and understand:

- a) the benefits of language learning, including for work, leisure and further study;
- b) all the diversity of languages used within the world
- c) the common features and key differences of major language families, including pronunciation and writing systems;
- d) language codes and how they reveal relationships of meaning;
- e) some of the phoneme-grapheme correspondences in English and other languages and why spelling and pronunciation may differ;
- f) 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;
- g) the methods and media available for language learning and how to use technology to support language learning;
- h) how to access and practise the language in the local or wider communities.

Learners must be able to:

- a) plan and monitor language learning against targets;
- b) 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)

Purpose

- 19. 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.
- 20. 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.

Scope of learning

Learners must know and understand:

- a) the diversity of languages and cultures in communities and within the UK and how they are influenced by migration and mobility;
- b) those circumstances in countries of origin that result in people migrating to the UK;
- c) what 'culture' means, the different elements that contribute to it and how this informs a sense of identity and community;

- d) how to be sensitive to cultural differences when living and working within culturally diverse communities;
- e) those actions that contribute to both intercultural understanding and misunderstanding, and the impact of intercultural understanding and misunderstanding on social cohesion and inclusion;
- f) that equal opportunity does not mean treating everyone the same.

Learners must be able to:

- a) 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)

Purpose

- 21. 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.
- 22. 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.

Scope of learning

Learners must know and understand:

- a) the range of employment opportunities in the UK and abroad that are available to language users;
- b) how and why organisations benefit from staff with language skills, including operational efficiency and benefits to customers/service users;
- c) the intercultural understanding needed for work;
- d) how to collaborate with others to achieve common goals;
- e) how skills of gist summary of text and speech are used within work contexts and how to carry them out;
- f) the target language skills required in work contexts and activities including the language of interaction, addressing, introducing, common forms of politeness and colloquial language;
- g) non-verbal communication and its impact.

Learners must be able to:

- a) collaborate with others to achieve common work-related activities;
- b) use the target language to participate in work-related activities, including gist summaries;
- c) 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)**

Purpose

23. 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.

24. 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.
25. 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 for language acquisition as stated on page 6.

This topic will be assessed in the target language.

Scope of learning

Learners must know and understand:

- a) written and oral information sources for finding out information and viewpoints and how to access them;
- b) the benefits of being able to share views and information, particularly with those whose language and perspectives are not our own;
- c) technologies and techniques for finding out information and viewpoints;
- d) how to judge relevance and value of information and views;
- e) question types and how to formulate them to extend thinking;
- f) the language of questioning, offering and eliciting views, agreement and disagreement in the target language;
- g) the language of presentation and description in the target language;
- h) language related to the chosen area of study;
- i) how to use content from the chosen area of study to substantiate views;
- j) how to present viewpoints.

Learners must be able to:

- a) elicit viewpoints from target language speakers;

- b) select content from areas of study to substantiate viewpoints;
- c) 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)

Purpose

- 26. 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.
- 27. 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.

Scope of learning

Learners must know and understand:

- a) types of creative works in the target language and how they are used to create an effect
- b) the ways creative language can be used to create an effect;
- c) techniques that are used to create effect and how they vary between creative works;
- d) how visual images can be used to support language and improve understanding.

Learners must be able to:

- a) reflect on language and techniques used to create an effect;
- b) select creative techniques and creative language;
- c) produce creative works using the target language.

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

- creative thinkers.

Higher level

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)

Purpose

28. 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.

29. 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.

Scope of learning

Learners must know and understand:

- a) the reasons for changes to language over time, and the impact on contemporary language, including borrowing, migration and technology;
- b) the nature of bi-, pluri- and multilingualism and why people use different languages in different contexts;
- c) distinguishing features of the styles and registers of languages, including English;
- d) how and why we use different language styles and registers, in spoken and written language, for different purposes and audiences;
- e) 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;
- f) linguistic features and the key terminology used to describe written and spoken language.

Learners must be able to:

- a) use styles and registers in spoken and written language;
- b) adapt language style and register;
- c) 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)

Purpose

30. 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.
31. 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.

Scope of learning

Learners must know and understand:

- a) key languages that are currently required in the UK and why these requirements may change;
- b) reasons for language learning and how these relate to own objectives;
- c) traditional and non-traditional language learning methods, including teaching and the use of technology;
- d) tasks, activities and processes that underpin language learning;
- e) learning styles and how to determine own preferences;
- f) benefits of using targets to plan and monitor language learning and how to use them;
- g) techniques for measuring progress and achievement against language learning targets, including reflection and evaluation;
- h) how to adapt language learning strategies to ensure targets are met;
- i) how to identify opportunities to use the language through contact with speakers of the language, and how to use technology to support this;

- j) how to use basic strategies to teach language to enhance own language learning.

Learners must be able to:

- a) determine own learning style;
- b) choose and adapt learning strategies to meet targets;
- c) 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)

Purpose

- 32. 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.
- 33. 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.

Scope of learning

Learners must know and understand:

- a) the different views and attitudes that countries and cultures have towards key global issues;

- b) how different priorities and values affect the way that global issues are dealt with internationally and the impact in different countries;
- c) the international and national structures and organisations that work towards the resolution of global issues, including the UN and the EU;
- d) the role of development agencies and how they may be viewed by different countries and cultures;
- e) strategies and activities that contribute to the resolution of global issues at international, national and local level;
- f) the essential rights and responsibilities of a national and global citizen;
- g) how to influence others.

Learners must be able to:

- a) collaborate with others to set goals and work towards them;
- b) take part in activities that contribute towards the resolution of a global issue;
- c) reflect on own contribution to team activity;
- d) 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)

Purpose

- 34. 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.

35. 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.

Scope of learning

Learners must know and understand:

- a) the extent of the use of the target language within employment and the key sectors in which it is used in the UK;
- b) the benefits that language and intercultural understanding bring to organisational goals, including the benefits to clients and employees;
- c) work practices in the target language speaking country/countries and how these differ from the UK;
- d) how intercultural understanding contributes to workplace efficiency and is expressed through formal courtesies and linguistic conventions of the target language;
- e) common spoken and written language tasks and how they support work activities;
- f) 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;
- g) gist summaries of texts written in the target language;
- h) vocabulary in the target language associated with the work setting;
- i) strategies for expressing information when vocabulary is not known;
- j) how reference material can assist communication.

Learners must be able to:

- a) engage in work-related activities in the target language;

- b) 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)

Purpose

- 36. 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.
- 37. 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.

Scope of learning

Learners must know and understand:

- a) the roles of professional interpreter and translator and the contexts within which they work;
- b) the differences between professional interpreters and translators and the non-professional linguists who use language skills;
- c) strategies needed to interpret consecutively;
- d) strategies needed to translate text and spoken dialogue from the target language into English.

Learners must be able to:

- a) translate text and spoken dialogue from the target language into English;
- b) 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)

Purpose

- 38. 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.
- 39. 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.
- 40. 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 for language acquisition as stated on page 6.

This topic will be assessed in the target language.

Scope of learning

Learners must know and understand:

- a) sources of information in the target language, including data and statistics and how to use them;
- b) why some information in the target language may not be appropriate for purpose and how to determine validity;
- c) how to record key information from sources written in the target language;

- d) how to interpret and present data and information;
- e) the language of interpretation and presenting of data and information;
- f) the language of explaining and persuading;
- g) how and when to use formal and informal language;
- h) how to apply knowledge and understanding of content from chosen area of study to support cases for action.

Learners must be able to:

- a) select content to support persuasive case for action;
- b) interpret data;
- c) 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)

Purpose

- 41. 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.
- 42. 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.
- 43. 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 for language acquisition as stated on page 6.

This topic will be assessed in the target language.

Scope of learning

Learners must know and understand:

- a) different methods and media for communication and the situations in which they are used, including technology;
- b) how to build rapport to support effective relationships with target language speakers;
- c) how to adapt register and style when communicating in the target language in different situations;
- d) types of questions and how they can be formulated for different purposes, including eliciting views and opinions;
- e) the language of questioning;
- f) 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;
- g) the language of complaint and justification;
- h) the language to correct misunderstandings and clarify understanding;
- i) how to apply knowledge and understanding of content from chosen area of study to substantiate views.

Learners must be able to:

- a) exchange opinions with target language speakers;
- b) 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)

Purpose

44. 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.
45. 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.

Scope of learning

Learners must know and understand:

- a) creative works from a range of media and genres in the target language and how they can create effect;
- b) creative language and techniques and how they are used to create effect;
- c) creative language tools and devices and how they are used to achieve creative effects, including metaphor, rhyme, style and structure;
- d) creative techniques and how they are used to achieve creative effect within different creative media and genres;
- e) how to use creative language tools, devices and techniques to achieve creative effect.

Learners must be able to:

- a) reflect on the language and techniques used within creative media to achieve specific effect;
- b) 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 level

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)

Purpose

46. 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.
47. 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.

48. 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.

Scope of learning

Learners must know and understand:

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

Learners must be able to:

- a) determine how language is used (English and target language) to impact on thought;
- b) 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)

Purpose

49. 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.

50. 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.

Scope of learning

Learners must know and understand:

- a) key aspects of theory in second-language acquisition, including its impact on teaching strategies;
- b) how to apply relevant aspects of theory in second-language acquisition to assist themselves to acquire a second language;
- c) how to manage language learning, including planning, target setting, monitoring, reflection and evaluation;
- d) how to use the technologies to support language learning;
- e) how the teaching of languages to others can be used as a tool to assist own language learning;
- f) sources of advice and support and how to access them.

Learners must be able to:

- a) work towards language learning targets, monitoring own learning;
- b) select strategies to support language learning, including supporting others in second-language acquisition;
- c) 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)

Purpose

51. 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.
52. 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.

Scope of learning

Learners must know and understand:

- a) key challenges facing contemporary global society and their moral, ethical, economic, political, legal and cultural dimensions;
- b) the concept of human rights and how it is underpinned by the UN Declaration of Human Rights;
- c) our responsibilities as global citizens towards human rights;
- d) how human rights are interpreted differently in different countries and cultures and how aspects of human rights can clash with each other;
- e) the concept of sustainability;
- f) the positive and negative impacts of international trade, including tourism;
- g) strategies that work towards a more sustainable society including fair trade and sustainable tourism;

- h) 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;
- i) campaigns that work towards a more equitable society and their effectiveness;
- j) how to plan, deliver and evaluate campaigns.

Learners must be able to:

- a) evaluate campaigns against goals;
- b) 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)

Purpose

- 53. 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.
- 54. 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.

Scope of learning

Learners must know and understand:

Criteria for the Diploma Qualifications in Languages and International Communication at Foundation, Higher and Advanced Levels

- a) 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;
- b) ways in which language skills and intercultural understanding contribute to organisational goals, including profitability, competitiveness and cohesion;
- c) key business functions, organisational structures and cultures within international organisations;
- d) the challenges international organisations face in managing effective communication;
- e) how technology supports communication within international organisations;
- f) tools and solutions to ensure effective communication within international organisations, including training programmes;
- g) how to collaborate with others to achieve goals;
- h) the impact of poor team-working and communications on individuals, teams and organisations;
- i) the benefits of collaborative and sensitive working on organisations, team members and individuals;
- j) the language and cultural conventions required to plan solutions in the target language.

Learners must be able to:

- a) collaborate with others;
- b) plan solutions to support effective communications within organisations;
- c) 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)

Purpose

55. 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.
56. 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.

Scope of learning

Learners must know and understand:

- a) the roles of translators and interpreters in the public, private and not-for-profit sectors and the challenges they face;
- b) why accurate translation of the overall meaning and function of text or speech in the target language is important and how this is ensured;
- c) the ethics of translating and interpreting, including confidentiality, objectivity and impartiality; and issues that can arise if these are not followed;
- d) the impact of localisation requirements on translators and interpreters, including cultural, language and stylistic features;
- e) the differences between simultaneous and consecutive interpreting;
- f) how to carry out two-way, consecutive interpreting;

- g) how interpreting and translating may be assisted by reference materials.

Learners must be able to:

- a) use two-way, consecutive interpreting skills;
- b) translate from the target language into English;
- c) 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)

Purpose

- 57. 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.
- 58. 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.
- 59. 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 for language acquisition as stated on page 6.

This topic will be assessed in the target language.

Scope of learning

Learners must know and understand:

- a) the purposes of research and how research findings are used to inform decisions;
- b) the advantages of being able to carry out and present research findings in more than language;
- c) different approaches to research/research methodologies and how they vary for different purposes;
- d) how to plan a research project, based on a valid area of research;
- e) how to use primary and secondary research, qualitative and quantitative data in different contexts;
- f) how to access secondary source material in the target language and establish authenticity and validity;
- g) how technology is used to support research approaches;
- h) techniques to summarise information from written sources in the target language;
- i) how to collect primary data from target language sources, including surveys, interviews and observation;
- j) the language and terminology in the target language needed to carry out primary research;
- k) how to analyse and interpret data, information and divergent opinions presented in the target language;
- l) ways in which research findings are presented for different purposes, including use of style and register;
- m) how technology can be used to support the analysis of data and presentation of findings from chosen area of study;
- n) the language and terminology needed to analyse information from the chosen area of study;
- o) the language of detailed exposition, including rhetorical devices;
- p) how to formulate and use complex sentence structures.

Learners must be able to:

- a) analyse statistical data;
- b) draw on content to substantiate findings;
- c) use style and register to present research findings in the target language;
- d) 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)

Purpose

- 60. 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.
- 61. 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'.
- 62. 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 for language acquisition as stated on page 6.

This topic will be assessed in the target language.

Scope of learning

Learners must know and understand:

- a) different types of structured oral discourse, including presenting report findings, making recommendations, negotiating and taking part in formal debates, meetings and interviews;
- b) the preparation required for structured oral discourse, including the anticipation of intended outcomes and counter objections;
- c) the influence of circumstances, beliefs and feelings on individual behaviours within structured oral discourse and how to respond sensitively;
- d) verbal and other techniques required to structured oral discourse and when to use them;
- e) how to adapt techniques for different purposes;
- f) key technologies used in oral communication and their appropriate use;
- g) techniques for summarising complex information from oral sources in the target language;
- h) 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;
- i) the language of idioms;
- j) how to use knowledge and understanding of content selected from chosen area of study to inform structured oral discourse.

Learners must be able to:

- a) exchange viewpoints with target language speakers;
- b) adapt techniques;
- c) 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)

Purpose

63. 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.
64. 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.

Scope of learning

Learners must know and understand:

- a) creative works in the target language from a range of genres, including contemporary and classic film and fiction;
- b) those features of creative works that give them their status as important and/or appealing;
- c) techniques of a range of genres including story line, setting, characterisation and language, and how they are used;
- d) the effects created by language and other techniques;
- e) how creative works reflect the prevailing culture;
- f) how to critically review creative works;
- g) the language to critically review.

Learners must be able to:

- a) engage with creative works produced in the target language;

- b) critically review works in the target language;
- c) 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)

Purpose

- 65. Poetry, songs and 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.
- 66. 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.

Scope of learning

Learners must know and understand:

- a) how techniques are used in works to create effect;
- b) how to use creative techniques and adapt them to achieve effect;
- c) language used in creative works that contribute to effect;
- d) how to use language in creative works to create effect;
- e) the language of creation and the imagination.

Learners must be able to:

- a) produce creative works to create a specific effect;
- b) 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

67. 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.
68. 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.

Advanced level: external assessment

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

Appendix: Indicative grammar requirements

Foundation Diploma in languages and international communication

70. 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 9 (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

Criteria for the Diploma Qualifications in Languages and International Communication at Foundation, Higher and Advanced Levels

- 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*

Criteria for the Diploma Qualifications in Languages and International Communication at Foundation, Higher and Advanced Levels

- 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, e.g. *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, e.g. *aber, oder, und*)
- Subordinating (most common, e.g. *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 (*mí*)
- 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

Criteria for the Diploma Qualifications in Languages and International Communication at Foundation, Higher and Advanced Levels

- 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

71. 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 9 (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

- Quantifiers/intensifier (*très, assez, beaucoup, peu, trop*) comparative and superlative, including *mieux, le mieux*

Criteria for the Diploma Qualifications in Languages and International Communication at Foundation, Higher and Advanced Levels

- Regular
- Interrogative (*comment, quand*)
- Adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)
- Common adverbial phrases

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*

*Criteria for the Diploma Qualifications in Languages and International
Communication at Foundation, Higher and Advanced Levels*

- 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, e.g. *Es gibt, es geht, es tut weh*)
- Separable/inseparable
- Modal: present and imperfect tenses, imperfect subjunctive of *mögen*

Criteria for the Diploma Qualifications in Languages and International Communication at Foundation, Higher and Advanced Levels

- 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 ...*, e.g. *Beginnen*, *hoffen*, *versuchen*)
- Modal: imperfect subjunctive of *können*, *sollen*

Prepositions

- Fixed case and dual case with accusative and/or dative
- With genitive (most common, e.g. *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

Criteria for the Diploma Qualifications in Languages and International Communication at Foundation, Higher and Advanced Levels

- 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

72. 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 9 (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 *The case system*

Nouns

- (*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

Criteria for the Diploma Qualifications in Languages and International Communication at Foundation, Higher and Advanced Levels

- 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, e.g. 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

Criteria for the Diploma Qualifications in Languages and International Communication at Foundation, Higher and Advanced Levels

- 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, construction

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