

*ABC*  
**AWARDS**

**ENTRY 2, ENTRY 3  
LEVEL 1, LEVEL 2 AND  
LEVEL 3  
AWARDS AND CERTIFICATES  
IN  
SPANISH**





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**ENTRY 2, ENTRY 3, LEVEL 1, LEVEL 2 AND  
LEVEL 3  
AWARDS AND CERTIFICATES  
IN  
SPANISH**

**QUALIFICATIONS GUIDANCE**

**Document should be used in conjunction with the User Guide**

## **The following qualifications are available in Spanish**

**Entry 2 Award in Speaking and Listening** – single unit

**Entry 2 Award in Reading and Writing** – single unit

**Entry 3 Award in Speaking and Listening** – 3 units Speaking / Listening / Dialogue

**Entry 3 Award in Reading and Writing** – 3 units Reading / Writing / Reading and Written Response

**Entry 3 Certificate in Practical Spanish** - 6 units Speaking / Listening / Dialogue / Reading / Writing/Reading and Written Response

**Level 1 Award in Speaking and Listening** – 3 units Speaking / Listening / Dialogue

**Level 1 Award in Reading and Writing** – 3 units Reading / Writing / Reading and Written Response

**Level 1 Certificate in Practical Spanish** - 6 units Speaking / Listening / Dialogue / Reading / Writing / Reading and Written Response

**Level 2 Award in Speaking and Listening** – 3 units Speaking / Listening / Dialogue

**Level 2 Award in Reading and Writing** – 3 units Reading / Writing / Reading and Written Response

**Level 2 Certificate in Practical Spanish** - 6 units Speaking / Listening / Dialogue / Reading / Writing / Reading and Written Response

**Level 3 Award in Speaking and Listening** – 3 units Express and Exchange Information Orally / Listening / Express and Exchange Opinions

**Level 3 Award in Reading and Writing** - 3 units Reading / Writing / Reading and Written Response

**Level 3 Certificate in Practical Spanish** - 6 units Express and Exchange Information Orally / Listening / Express and Exchange Opinions / Reading / Writing / Reading and Written Response

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## Qualification Summary

### ABC Qualifications in Spanish

There are Awards at Entry Level 2

There are Awards and Certificates at Entry Level 3 and Levels One, Two and Three.

|   |  |
|---|--|
| <b>Qualifications</b>   |  |
| <b>Roman Script</b>   |  |
| <b>Awards and Certificates in Spanish</b>                       |  |
| Entry 2 Award in Speaking and Listening in Spanish [500/7078/2] |  |
| Entry 2 Award in Reading and Writing in Spanish [500/7081/2]    |  |
| Entry 3 Award in Speaking and Listening in Spanish [500/7083/6] |  |
| Entry 3 Award in Reading and Writing in Spanish [500/7080/0]    |  |
| Entry 3 Certificate in Practical Spanish [500/7084/8]           |  |
| Level 1 Award in Speaking and Listening in Spanish [500/7079/4] |  |
| Level 1 Award in Reading and Writing in Spanish [500/7085/X]    |  |
| Level 1 Certificate in Practical Spanish [500/7087/3]           |  |
| Level 2 Award in Speaking and Listening in Spanish [500/7088/5] |  |
| Level 2 Award in Reading and Writing in Spanish [500/7090/3]    |  |
| Level 2 Certificate in Practical Spanish [500/6972/X]           |  |
| Level 3 Award in Speaking and Listening in Spanish [500/7091/5] |  |
| Level 3 Award in Reading and Writing in Spanish [500/7094/0]    |  |
| Level 3 Certificate in Practical Spanish [500/6991/3]           |  |
| Numbers in box brackets indicate Qualification Ref numbers      |  |
| <b>Assessment</b>   | Internal assessment, internal and external moderation                                  |
| <b>Grading</b>  | Pass   |
| <b>Accreditation Start Date</b>                                 | 01/08/2009   |
| <b>Accreditation End Date</b>                                   | 31/08/2013   |
| <b>Certification End Date</b>                                   | Entry 2, Entry 3, Level 1 – 31/08/2014<br>Level 2 – 31/08/2015<br>Level 3 – 31/08/2016 |
| <b>ABC Sector</b>   | Languages  |
| <b>QCA Tier 2 Sector</b>  | 12.2   |
| <b>Support</b>  | CILT   |
| <b>ABC Administering Office</b>                                 | Nottingham   |

## Entry Level 2, Entry Level 3, Level 1, Level 2 and Level 3 Awards in Spanish

Rules of Combination: Roman Scripts

Entry Level 2 Award in Speaking and Listening - learners must achieve a minimum of 2 credits

Entry Level 2 Award in Reading and Writing - learners must achieve a minimum of 2 credits

Entry Level 3 Award in Speaking and Listening - learners must achieve a minimum of 7 credits

Entry Level 3 Award in Reading and Writing - learners must achieve a minimum of 6 credits

Level 1 Award in Speaking and Listening - learners must achieve a minimum of 7 credits

Level 1 Award in Reading and Writing - learners must achieve a minimum of 6 credits

Level 2 Award in Speaking and Listening - learners must achieve a minimum of 7 credits

Level 2 Award in Reading and Writing - learners must achieve a minimum of 6 credits

Level 3 Award in Speaking and Listening - learners must achieve a minimum of 11 credits

Level 3 Award in Reading and Writing - learners must achieve a minimum of 10 credits

The GLH given below is an estimated time but could vary depending on the centre and learners (e.g. it could be less than that stated).

| Unit  | Level | Credit Value | GLH | Page No. |
|---|-------|--------------|-----|----------|
| <b>Roman Script</b>   |       |              |     |          |
| <b>Spanish</b>  |       |              |     |          |
| <b>Entry Level 2 Award in Speaking and Listening in Spanish</b> |       |              |     |          |
| Speaking and Listening in Spanish [M/600/2341]                  | E2    | 2            | 15  | 6        |
| <b>Entry Level 2 Award in Reading and Writing in Spanish</b>    |       |              |     |          |
| Reading and Writing in Spanish [T/600/2342]                     | E2    | 2            | 15  | 10       |
| <b>Entry Level 3 Award in Speaking and Listening in Spanish</b> |       |              |     |          |
| Speaking in Spanish [A/600/2343]                                | E3    | 2            | 15  | 13       |
| Listening in Spanish [J/600/2345]                               | E3    | 2            | 15  | 16       |
| Dialogue in Spanish [L/600/2346]                                | E3    | 3            | 25  | 19       |
| <b>Entry Level 3 Award in Reading and Writing in Spanish</b>    |       |              |     |          |
| Reading in Spanish [D/600/2349]                                 | E3    | 2            | 15  | 22       |
| Writing in Spanish [F/600/2361]                                 | E3    | 2            | 15  | 25       |
| Reading and Written Response in Spanish [J/600/2362]            | E3    | 2            | 15  | 28       |
| <b>Level 1 Award in Speaking and Listening in Spanish</b>       |       |              |     |          |
| Speaking in Spanish [Y/600/2365]                                | 1     | 2            | 15  | 31       |
| Listening in Spanish [D/600/2366]                               | 1     | 2            | 15  | 34       |
| Dialogue in Spanish [T/600/2406]                                | 1     | 3            | 25  | 37       |
| <b>Level 1 Award in Reading and Writing in Spanish</b>          |       |              |     |          |
| Reading in Spanish [F/600/2408]                                 | 1     | 2            | 15  | 40       |
| Writing in Spanish [F/600/2411]                                 | 1     | 2            | 15  | 43       |
| Reading and Written Response in Spanish [J/600/2412]            | 1     | 2            | 15  | 46       |
| <b>Level 2 Award in Speaking and Listening in Spanish</b>       |       |              |     |          |
| Speaking in Spanish [L/600/2413]                                | 2     | 2            | 15  | 49       |
| Listening in Spanish [Y/600/2415]                               | 2     | 2            | 15  | 52       |
| Dialogue in Spanish [H/600/2417]                                | 2     | 3            | 25  | 55       |
| <b>Level 2 Award in Reading and Writing in Spanish</b>          |       |              |     |          |
| Reading in Spanish [K/600/2418]                                 | 2     | 2            | 15  | 58       |

|   |   |   |    |    |
|---|---|---|----|----|
| Writing in Spanish [M/600/2419]                                 | 2 | 2 | 15 | 61 |
| Reading and Written Response in Spanish [H/600/2420]            | 2 | 2 | 15 | 64 |
| <b>Level 3 Award in Speaking and Listening in Spanish</b>       |   |   |    |    |
| Express and Exchange Information Orally in Spanish [K/600/2421] | 3 | 3 | 25 | 67 |
| Listening in Spanish [M/600/2422]                               | 3 | 4 | 25 | 70 |
| Express and Exchange Opinions in Spanish [T/600/2423]           | 3 | 4 | 25 | 73 |
| <b>Level 3 Award in Reading and Writing in Spanish</b>          |   |   |    |    |
| Reading in Spanish [A/600/2424]                                 | 3 | 3 | 20 | 76 |
| Writing in Spanish [F/600/2425]                                 | 3 | 4 | 30 | 79 |
| Reading and Written Response in Spanish [J/600/2426]            | 3 | 3 | 20 | 82 |

Numbers in box brackets indicate QCA unit number

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

|                                  |   |          |                |          |             |          |
|----------------------------------|---|----------|----------------|----------|-------------|----------|
| <b>Entry Requirements</b>        | No formal entry requirements  |          |                |          |             |          |
| <b>Section 96/97</b>             | <b>Pre 16</b>   | <b>Ü</b> | <b>16 – 18</b> | <b>Ü</b> | <b>19 +</b> | <b>Ü</b> |
| <b>LSC Qualification Code</b>    | Entry 2 Award in Speaking and Listening in Spanish - 50070782<br>Entry 2 Award in Reading and Writing in Spanish - 50070812<br>Entry 3 Award in Speaking and Listening in Spanish - 50070836<br>Entry 3 Award in Reading and Writing in Spanish - 50070800<br>Level 1 Award in Speaking and Listening in Spanish - 50070794<br>Level 1 Award in Reading and Writing in Spanish - 5007085X<br>Level 2 Award in Speaking and Listening in Spanish - 50070885<br>Level 2 Award in Reading and Writing in Spanish - 50070903<br>Level 3 Award in Speaking and Listening in Spanish - 50070915<br>Level 3 Award in Reading and Writing in Spanish - 50070940 |          |                |          |             |          |
| <b>Recommended GLH</b>           | Entry 2 Award in Speaking and Listening in Spanish - 15<br>Entry 2 Award in Reading and Writing in Spanish - 15<br>Entry 3 Award in Speaking and Listening in Spanish - 55<br>Entry 3 Award in Reading and Writing in Spanish - 45<br>Level 1 Award in Speaking and Listening in Spanish - 55<br>Level 1 Award in Reading and Writing in Spanish - 45<br>Level 2 Award in Speaking and Listening in Spanish - 55<br>Level 2 Award in Reading and Writing in Spanish - 45<br>Level 3 Award in Speaking and Listening in Spanish - 75<br>Level 3 Award in Reading and Writing in Spanish - 70   |          |                |          |             |          |
| <b>Points Score</b>              | See ABC web site/ Qualifications Directory  |          |                |          |             |          |
| <b>Contribution to Threshold</b> | See ABC Qualifications Directory  |          |                |          |             |          |
| <b>ASL Option</b>                | Level 1, Level 2, Level 3   |          |                |          |             |          |
| <b>FLT Progression Pathways</b>  | Entry 2, Entry 3, Level 1   |          |                |          |             |          |
| <b>Type of Funding Available</b> | See LAD (Learning Aims Database)  |          |                |          |             |          |
| <b>Minimum Qualification Fee</b> | See ABC web site for current fees and charges   |          |                |          |             |          |
| <b>Unit Fee</b>                  | Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.  |          |                |          |             |          |
| <b>Additional Information</b>    | Learners who have successfully completed units from ABC's NQF language qualifications may be considered for exemption for QCF qualifications.   |          |                |          |             |          |

## Entry Level 3, Level 1, Level 2 and Level 3 Certificates in Practical Spanish

Rules of Combination: Roman Scripts

Entry Level 3 Certificate in Practical Spanish - learners must achieve a minimum of 13 credits

Level 1 Certificate in Practical Spanish - learners must achieve a minimum of 13 credits

Level 2 Certificate in Practical Spanish - learners must achieve a minimum of 13 credits

Level 3 Certificate in Practical Spanish - learners must achieve a minimum of 21 credits

The GLH given below is an estimated time but could vary depending on the centre and learners (e.g. it could be less than that stated).

| Unit  | Level | Credit Value | GLH | Page No. |
|---|-------|--------------|-----|----------|
| <b>Roman Script</b>   |       |              |     |          |
| <b>Spanish</b>  |       |              |     |          |
| <b>Entry Level 3 Certificate in Practical Spanish</b>           |       |              |     |          |
| Speaking in Spanish [A/600/2343]                                | E3    | 2            | 15  | 13       |
| Listening in Spanish [J/600/2345]                               | E3    | 2            | 15  | 16       |
| Dialogue in Spanish [L/600/2346]                                | E3    | 3            | 25  | 19       |
| Reading in Spanish [D/600/2349]                                 | E3    | 2            | 15  | 22       |
| Writing in Spanish [F/600/2361]                                 | E3    | 2            | 15  | 25       |
| Reading and Written Response in Spanish [J/600/2362]            | E3    | 2            | 15  | 28       |
| <b>Level 1 Certificate in Practical Spanish</b>                 |       |              |     |          |
| Speaking in Spanish [Y/600/2365]                                | 1     | 2            | 15  | 31       |
| Listening in Spanish [D/600/2366]                               | 1     | 2            | 15  | 34       |
| Dialogue in Spanish [T/600/2406]                                | 1     | 3            | 25  | 37       |
| Reading in Spanish [F/600/2408]                                 | 1     | 2            | 15  | 40       |
| Writing in Spanish [F/600/2411]                                 | 1     | 2            | 15  | 43       |
| Reading and Written Response in Spanish [J/600/2412]            | 1     | 2            | 15  | 46       |
| <b>Level 2 Certificate in Practical Spanish</b>                 |       |              |     |          |
| Speaking in Spanish [L/600/2413]                                | 2     | 2            | 15  | 49       |
| Listening in Spanish [Y/600/2415]                               | 2     | 2            | 15  | 52       |
| Dialogue in Spanish [H/600/2417]                                | 2     | 3            | 25  | 55       |
| Reading in Spanish [K/600/2418]                                 | 2     | 2            | 15  | 58       |
| Writing in Spanish [M/600/2419]                                 | 2     | 2            | 15  | 61       |
| Reading and Written Response in Spanish [H/600/2420]            | 2     | 2            | 15  | 64       |
| <b>Level 3 Certificate in Practical Spanish</b>                 |       |              |     |          |
| Express and Exchange Information Orally in Spanish [K/600/2421] | 3     | 3            | 25  | 67       |
| Listening in Spanish [M/600/2422]                               | 3     | 4            | 25  | 70       |
| Express and Exchange Opinions in Spanish [T/600/2423]           | 3     | 4            | 25  | 73       |
| Reading in Spanish [A/600/2424]                                 | 3     | 3            | 20  | 76       |
| Writing in Spanish [F/600/2425]                                 | 3     | 4            | 30  | 79       |
| Reading and Written Response in Spanish [J/600/2426]            | 3     | 3            | 20  | 82       |

Numbers in box brackets indicate QCA unit number

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

|                                  |  |          |                |          |             |          |
|----------------------------------|--|----------|----------------|----------|-------------|----------|
| <b>Entry Requirements</b>        | No formal entry requirements   |          |                |          |             |          |
| <b>Section 96/97</b>             | <b>Pre 16</b>  | <b>ü</b> | <b>16 – 18</b> | <b>ü</b> | <b>19 +</b> | <b>ü</b> |
| <b>LSC Qualification Code</b>    | Entry 3 Certificate in Practical Spanish - 50070848<br>Level 1 Certificate in Practical Spanish - 50070873<br>Level 2 Certificate in Practical Spanish - 5006972X<br>Level 3 Certificate in Practical Spanish - 50069913 |          |                |          |             |          |
| <b>Recommended GLH</b>           | Entry 3 Certificate in Practical Spanish - 100<br>Level 1 Certificate in Practical Spanish - 100<br>Level 2 Certificate in Practical Spanish - 100<br>Level 3 Certificate in Practical Spanish - 145                     |          |                |          |             |          |
| <b>Points Score</b>              | See ABC web site/ Qualifications Directory   |          |                |          |             |          |
| <b>Contribution to Threshold</b> | See ABC Qualifications Directory   |          |                |          |             |          |
| <b>ASL Option</b>                | Level 1, Level 2, Level 3  |          |                |          |             |          |
| <b>FLT Progression Pathways</b>  | Entry 3, Level 1   |          |                |          |             |          |
| <b>Type of Funding Available</b> | See LAD (Learning Aims Database)   |          |                |          |             |          |
| <b>Minimum Qualification Fee</b> | See ABC web site for current fees and charges  |          |                |          |             |          |
| <b>Unit Fee</b>                  | Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.   |          |                |          |             |          |
| <b>Additional Information</b>    | Learners who have successfully completed units from ABC's NQF language qualifications may be considered for exemption for QCF qualifications.  |          |                |          |             |          |

## Unit Details

|  |  |
|--|--|
| <b>Unit Title</b>  | <b>M/600/2341 Speaking and Listening in Spanish</b>  |
| <b>Level</b>   | <b>Entry 2</b>   |
| <b>Credit Value</b>  | <b>2</b>   |
| <b>Guided Learning Hours</b>   | <b>15</b>  |
| <b>Unit Summary</b>  | Learners will be able to understand and use basic words and phrases in familiar situations. They will be able to take part in simple interactions, applying the basic rules of pronunciation and employing appropriate and commonly used conventions. They will begin to develop an awareness of the cultural conventions in the target language   |
| <b>Learning Outcomes (1 to 3)</b><br><i>The learner will:</i>                                      | <b>Assessment Criteria (1.1 to 3.1)</b><br><i>The learner can:</i>   |
| <b>1.</b> Be able to form basic phrases in the target language                                     | <b>1.1</b> Speak at least 4 basic phrases relating to familiar events to include the following as required by the context <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary / set phrases</li> <li>• a limited range of basic questions</li> <li>• basic link words in everyday use</li> <li>• basic numbers (at least 1–20)</li> <li>• pronunciation that is sufficient to be understood</li> </ul>   |
| <b>2.</b> Be able to recognise basic words / short phrases expressed orally in the target language | <b>2.1</b> Demonstrate understanding of at least 5 basic words and/or key phrases relating to familiar events expressed orally to include the following as required by the context <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• a limited range of basic positive and negative question forms</li> <li>• basic link words in everyday use</li> <li>• basic numbers (at least 1–20)</li> </ul> |
| <b>3.</b> Be able to take part in a simple interaction in the target language                      | <b>3.1</b> Maintain communication during a simple interaction about familiar events with a minimum of 10 phrases (at least 4 from the learner) to include the following as required by the context <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary and set phrases</li> <li>• appropriate and commonly used conventions such as greetings and common courtesies</li> <li>• simplest ways of expressing the present tense/timeframe</li> </ul>                                  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• a limited range of basic questions</li><li>• basic link words in everyday use</li><li>• basic numbers (at least 1–20)</li><li>• pronunciation that is sufficient to be understood</li></ul> |
|--|---|

**Links to National Occupational Standards**

National Language Standards 2004: SE.1 (1-3); SE.2 (1), LE.1 (1-4), LE.2 (1-3)

Common European Framework: A1 Spoken Interaction, A1 Spoken Production, A1 Listening

# SUPPORTING UNIT INFORMATION

## M/600/2341 Speaking and Listening in Spanish – Entry 2

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- basic common phrases and items of vocabulary both international and country specific
- the range of sounds required in the spoken language
- common courtesies such as pardon, sorry, please, thank you, can you help
- appropriate and commonly used conventions in the target language
- simple agreement/disagreement e.g. yes/no, statements of fact e.g. there/here is, I would like and simple interrogatives e.g. how much? Have you?
- simplest ways of expressing the present tense/timeframe
- basic positive and negative structures
- link words in everyday use
- basic numerical data

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

|  |   |
|--|---|
| <b>Unit Title:</b>   | <b>T/600/2342 Reading and Writing in Spanish</b>  |
| <b>Level:</b>  | <b>Entry 2</b>  |
| <b>Credit Value:</b>   | <b>2</b>  |
| <b>Guided Learning Hours:</b>  | <b>15</b>   |
| <b>Unit Summary</b>  | Learners will understand and write basic words / characters and phrases on familiar subjects in the target language. Learners will demonstrate an understanding of the conventions related to the target language script.<br>Written work does not need to be handwritten   |
| <b>Learning Outcomes (1 to 3)</b><br><i>The learner will:</i>  | <b>Assessment Criteria (1.1 to 3.1)</b><br><i>The learner can:</i>  |
| <b>1.</b> Be able to understand basic written words and key phrases on familiar subjects in the target language  | <b>1.1</b> Read 5 words / short phrases in everyday use in the target language and express the meaning in English using a simple dictionary / glossary if required  |
| <b>2.</b> Be able to use a simple dictionary / glossary  | <b>2.1</b> Use a simple dictionary / glossary to translate a list of 5 new words / short phrases into the target language   |
| <b>3.</b> Be able to recognise and respond in writing to basic written requests in the target language   | <b>3.1</b> Respond in writing in the target language to written requests for basic information given in the target language using <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary/set phrases</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• basic link words in everyday use</li> <li>• basic numbers (at least 1–20)</li> <li>• basic principles of language and script</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: RE.1 (1-4); WE.1 (1-2)<br>Common European Framework: A1 Reading, A1 Writing |   |

# SUPPORTING UNIT INFORMATION

## T/600/2342 Reading and Writing in Spanish – Entry 2

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- basic common phrases and items of vocabulary both international and country specific
- the direction of the script
- the type of script (Latin, consonant based, syllabic, ideographic)
- the role of elements such as accents, umlauts, short vowels, character strokes
- the basic principles of spelling / tone differences (e.g. silent consonants in French, the use of capital letters in German, short vowels in Arabic, tone differences and light tone in Mandarin) and how these correspond to sound
- how to link words together to create short phrases e.g. and
- basic numerical data
- simplest ways of expressing the present tense/timeframe

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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| <b>Unit Title:</b>  | <b>A/600/2343 Speaking in Spanish</b>  |
| <b>Level:</b>   | <b>Entry 3</b>   |
| <b>Credit Value:</b>  | <b>2</b>   |
| <b>Guided Learning Hours:</b>   | <b>15</b>  |
| <b>Unit Summary</b>   | Learners will be able to use basic words and key phrases in familiar situations in the target language and ask simple questions  |
| <b>Learning Outcomes (1 to 2)</b><br><b><i>The learner will:</i></b>  | <b>Assessment Criteria (1.1 to 2.1)</b><br><b><i>The learner can:</i></b>  |
| <b>1.</b> Be able to express basic words and short phrases  | <b>1.1</b> Generate at least 4 phrases relating to familiar events to include the following <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary / set phrases including 1 negative</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• basic link words in everyday use</li> <li>• pronunciation that is sufficient to be understood</li> </ul> and the following as appropriate to the context <ul style="list-style-type: none"> <li>• basic numbers (at least 1–1000)</li> </ul>  |
| <b>2.</b> Be able to express short and simple questions   | <b>2.1</b> Generate at least 6 short and simple questions to receive a yes/no response and obtain information using <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary / set phrases</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• a limited range of basic questions</li> <li>• basic link words in everyday use</li> <li>• pronunciation that is sufficient to be understood</li> </ul> and the following as appropriate to the context <ul style="list-style-type: none"> <li>• basic numbers (at least 1–1000)</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: SE.1 (1-3); SE.2 (1-3)<br>Common European Framework: A1 Spoken Interaction, A1 Spoken Production |  |

# SUPPORTING UNIT INFORMATION

## A/600/2343 Speaking in Spanish – Entry 3

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- formal and informal language if appropriate
- a range of common items of vocabulary and at least one negative structure
- words used to link ideas e.g. and, but, also
- how to ask questions both those requiring a yes / no answer and those requiring basic information in prescribed contexts
- the basic rules of pronunciation and pronounce words and simple phrases accurately enough not to impair communication
- simple structures to express like / dislike
- present tense/timeframe with frequently used verbs / structures
- basic numerical data

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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| <b>Unit Title:</b>   | <b>J/600/2345 Listening in Spanish</b>   |
| <b>Level:</b>  | <b>Entry 3</b>   |
| <b>Credit Value:</b>   | <b>2</b>   |
| <b>Guided Learning Hours:</b>  | <b>15</b>  |
| <b>Unit Summary</b>  | Learners will be able to listen to and understand basic words and key phrases in familiar situations and listen to and extract specific details from a target language passage   |
| <b>Learning Outcomes (1 to 2)</b><br><i>The learner will:</i>  | <b>Assessment Criteria (1.1 to 2.2)</b><br><i>The learner can:</i>   |
| <b>1.</b> Be able to recognise and understand basic words and short phrases  | <p><b>1.1</b> Listen to at least 8 phrases in the target language which include the following</p> <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• a positive and a negative statement</li> </ul> <p>and the following as appropriate to the context</p> <ul style="list-style-type: none"> <li>• simple structures of agreement and disagreement</li> <li>• expressions of like / dislike</li> <li>• simple numbers</li> </ul> <p><b>1.2</b> Answer in English a minimum of 3 questions related to the above</p> |
| <b>2.</b> Be able to listen to and extract specific details from given material  | <p><b>2.1</b> Listen to a short passage in the target language which includes the following</p> <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• basic numbers (within the range 1–1000)</li> <li>• commonly used positive and negative forms</li> <li>• basic link words in everyday use</li> </ul> <p><b>2.2</b> Note in English at least 5 specific details from the above passage</p>   |
| <p><b>Links to National Occupational Standards</b><br/>National Language Standards 2004: LE.1 (1-4), LE.2 (1-3, 5)<br/>Common European Framework: A1 Listening</p> |  |

# SUPPORTING UNIT INFORMATION

## J/600/2345 Listening in Spanish – Entry 3

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- present tense/timeframe with frequently used verbs / structures and a range of common items of vocabulary and phrases within the prescribed contexts
- at least one negative structure e.g. not; never
- simple agreement / disagreement e.g. ok, fine, that's good, not ok
- simple structures to express like / dislike e.g. like/don't like, adore/detest, love/hate
- questions requiring a yes / no answer e.g. do you have..? Is it..? Can I..?
- questions requiring basic information e.g. Where is/are..? What is/are..? How do I..? Which..? When..? What time..?
- words used to link ideas e.g. and, but, also
- the use of formal and informal language if appropriate
- simple numerical data

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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|---|---|
| <b>Unit Title:</b>  | <b>L/600/2346 Dialogue in Spanish</b>   |
| <b>Level:</b>   | <b>Entry 3</b>  |
| <b>Credit Value:</b>  | <b>3</b>  |
| <b>Guided Learning Hours:</b>   | <b>25</b>   |
| <b>Unit Summary</b>   | Learners will be able to understand and use simple phrases and questions to exchange information in familiar situations in the target language  |
| <b>Learning Outcomes (1 to 1)</b><br><i>The learner will:</i>   | <b>Assessment Criteria (1.1 to 1.1)</b><br><i>The learner can:</i>  |
| <b>1.</b> Be able to take part in a simple dialogue   | <b>1.1</b> Participate in a dialogue with a minimum of 12 simple phrases (the learner must contribute a minimum of 6 utterances) to include the following <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• one question from the learner</li> <li>• an appropriate response to an unknown question</li> </ul> and the following as appropriate to the context <ul style="list-style-type: none"> <li>• basic numbers (within the range 1–1000)</li> <li>• commonly used positive and negative forms</li> <li>• basic link words in everyday use</li> <li>• strategies to aid understanding</li> <li>• expressions of like / dislike</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: SE.1 (1-3); SE.2 (1-3), LE.1 (1-4), LE.2 (1-3, 5)<br>Common European Framework: A1 Spoken Interaction, A1 Spoken Production, A1 Listening, A2 Spoken Interaction, A2 Listening |   |

# SUPPORTING UNIT INFORMATION

## L/600/2346 Dialogue in Spanish – Entry 3

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- the importance of non-verbal communication
- phrases such as please repeat, slowly please, I don't understand
- formal and informal language if appropriate
- a range of common items of vocabulary and at least one negative structure
- words used to link ideas e.g. and, but, also
- questions, both those requiring a yes / no answer and those requiring basic information, in prescribed contexts
- the basic rules of pronunciation to recognise words and simple phrases
- simple structures to express like / dislike
- present tense/timeframe with frequently used verbs / structures
- simple numerical data

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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|---|---|
| <b>Unit Title:</b>  | <b>D/600/2349 Reading in Spanish</b>  |
| <b>Level:</b>   | <b>Entry 3</b>  |
| <b>Credit Value:</b>  | <b>2</b>  |
| <b>Guided Learning Hours:</b>   | <b>15</b>   |
| <b>Unit Summary</b>   | Learners will recognise basic written signs and understand simple written instructions and texts on familiar subjects in the target language.<br>Written work does not need to be handwritten   |
| <b>Learning Outcomes (1 to 3)</b><br><i>The learner will:</i>   | <b>Assessment Criteria (1.1 to 3.1)</b><br><i>The learner can:</i>  |
| <b>1.</b> Be able to recognise basic written signs in the target language   | <b>1.1</b> Read and respond in English to 10 signs given in the target language without using a dictionary / glossary   |
| <b>2.</b> Understand basic instructions /information in the target language   | <b>2.1</b> Read and respond in English to instructions / items of information given in the target language without using a dictionary / glossary  |
| <b>3.</b> Understand a text in the target language consisting of vocabulary in everyday use   | <b>3.1</b> Give the key points and some specific details in English, using a dictionary / glossary if required, of a simple written text in the target language containing <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• a limited range of basic questions</li> <li>• commonly used positive and negative forms</li> <li>• basic link words in everyday use</li> <li>• basic numerical data (within the range 1–1000)</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: RE.1 (1-4, 6)<br>Common European Framework: A1 Reading, A2 Reading |   |

# SUPPORTING UNIT INFORMATION

## D/600/2349 Reading in Spanish – Entry 3

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- formal and informal language
- a range of common items of vocabulary and at least one negative structure
- words used to link ideas e.g. and, but, also
- basic numerical data
- questions, both those requiring yes / no answers and those requiring basic information, in prescribed contexts
- the basic rules of grammar to recognise words and simple phrases
- simple structures to express like / dislike
- present tense/timeframe with frequently used verbs / structures
- simple written forms / conventions of the target language
- using a simple dictionary / glossary / phrase book (target language>English)

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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| <b>Unit Title:</b>   | <b>F/600/2361 Writing in Spanish</b>   |
| <b>Level:</b>  | <b>Entry 3</b>   |
| <b>Credit Value:</b>   | <b>2</b>   |
| <b>Guided Learning Hours:</b>  | <b>15</b>  |
| <b>Unit Summary</b>  | Learners will learn how to write basic short phrases and sentences on familiar topics. They will demonstrate their ability to do this by composing lists and basic messages on familiar topics in the target language.<br>Written work produced by learners does not have to be handwritten  |
| <b>Learning Outcomes (1 to 2)</b><br><i>The learner will:</i>  | <b>Assessment Criteria (1.1 to 2.1)</b><br><i>The learner can:</i>   |
| <b>1.</b> Be able to produce a simple list of items on familiar topics   | <b>1.1</b> Write a simple list of a minimum of 7 items in the target language from a specific topic without the use of a dictionary / glossary   |
| <b>2.</b> Be able to write a basic short message or note in the target language  | <b>2.1</b> Write a basic message or note conveying at least one piece of information and one question demonstrating <ul style="list-style-type: none"> <li>• the use of formal and informal language as appropriate</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• correct use of basic sentence structures</li> <li>• correct use of basic question forms</li> </ul> using a dictionary / glossary if required |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: WE.1 (1-4)<br>Common European Framework: A1 Writing, A2 Writing |  |

# SUPPORTING UNIT INFORMATION

## F/600/2361 Writing in Spanish – Entry 3

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- the distinction between formal and informal language if appropriate
- a range of common items of vocabulary and at least one basic negative structure
- some basic connectors (e.g. and, but, also)
- questions requiring a yes / no answer and those requiring basic information in prescribed contexts
- a basic knowledge of simple grammar rules
- a basic knowledge of frequently used verbs and simple structures to express the present tense/timeframe
- how to express likes and dislikes
- recognition and use of simple written forms and conventions
- using a basic bilingual dictionary, glossary or phrase book

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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|---|---|
| <b>Unit Title:</b>  | <b>J/600/2362 Reading and Written Response in Spanish</b>   |
| <b>Level:</b>   | <b>Entry 3</b>  |
| <b>Credit Value:</b>  | <b>2</b>  |
| <b>Guided Learning Hours:</b>   | <b>15</b>   |
| <b>Unit Summary</b>   | Learners will understand simple messages or questions or requests for information to produce a basic written target language response on familiar topics.<br>Written work does not need to be handwritten   |
| <b>Learning Outcomes (1 to 1)</b><br><i>The learner will:</i>   | <b>Assessment Criteria (1.1 to 1.1)</b><br><i>The learner can:</i>  |
| 1. Be able to read and respond to simple written material in the target language  | 1.1 Write a basic short response in the target language to simple written questions or requests for information or a message which include the following as required by the context: <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• a limited range of basic questions</li> <li>• commonly used positive and negative forms</li> <li>• basic link words in everyday use</li> <li>• basic numerical data (within the range 1–1000)</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: RE.1 (1-4, 6); WE.1 (1-4)<br>Common European Framework: A1 Reading, A2 Reading, A1 Writing, A2 Writing |   |

# SUPPORTING UNIT INFORMATION

## J/600/2362 Reading and Written Response in Spanish – Entry 3

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- formal and informal language
- a range of common items of vocabulary and at least one negative structure
- words used to link ideas e.g. and, but, also
- recognising questions, both those requiring a yes / no answer and those requiring basic information, in prescribed contexts
- basic numerical data
- the basic rules of grammar to recognise words and simple phrases
- present tense/timeframe with frequently used verbs / structures
- simple structures to express like / dislike
- recognition and use of simple written forms / conventions of the target language
- using a simple dictionary / glossary / phrase book (target language>English; English>target language)

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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|---|---|
| <b>Unit Title:</b>  | <b>Y/600/2365 Speaking in Spanish</b>   |
| <b>Level:</b>   | <b>1</b>  |
| <b>Credit Value:</b>  | <b>2</b>  |
| <b>Guided Learning Hours:</b>   | <b>15</b>   |
| <b>Unit Summary</b>   | Learners will be able to use a limited range of simple words and sentences to form statements and questions in familiar situations. They will be able to give a short talk on a familiar topic  |
| <b>Learning Outcomes (1 to 2)</b><br><i>The learner will:</i>   | <b>Assessment Criteria (1.1 to 2.1)</b><br><i>The learner can:</i>  |
| <b>1.</b> Be able to form simple statements   | <b>1.1</b> Speak briefly on one topic of their choice including at least 6 phrases and at least 1 question and 1 request / offer using the following <ul style="list-style-type: none"> <li>• relevant everyday vocabulary</li> <li>• simple link words in everyday use</li> <li>• clear pronunciation</li> </ul> and the following as appropriate to the context <ul style="list-style-type: none"> <li>• polite conventions</li> <li>• simple information using numbers (1–1000)</li> </ul>   |
| <b>2.</b> Be able to provide information  | <b>2.1</b> Speak on a chosen topic using at least 8 phrases including the following <ul style="list-style-type: none"> <li>• at least 1 expression of like/dislike or intention</li> <li>• relevant everyday vocabulary</li> <li>• simplest ways of expressing past, present and future tenses/timeframes where appropriate to the language</li> <li>• simple, commonly used positive and negative statements</li> <li>• simple link words in everyday use</li> <li>• intonation and pronunciation to express meaning clearly</li> </ul> and the following as appropriate to the context <ul style="list-style-type: none"> <li>• simple numbers (within the range 1–1000)</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: S1.1 (1-4); S1.2 (1-5)<br>Common European Framework: A2 Spoken Interaction; A2 Spoken Production |   |

# SUPPORTING UNIT INFORMATION

## Y/600/2365 Speaking in Spanish – Level 1

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- the distinction between formal and informal language if appropriate
- a range of basic positive / negative structures
- a wider range of basic connectors (e.g. therefore), appropriate prepositions, and appropriate adjectives / adverbs to create simple descriptions, expressions of frequency
- a basic knowledge of modal verbs (e.g. can, must, would like), requests for information (e.g. how, when, do you, have you, are you), permission to act (e.g. may I, can I)
- a basic knowledge of simple structures to express past, present and future tenses/timeframes where appropriate
- simple numerical data

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

|   |  |
|---|--|
| <b>Unit Title:</b>  | <b>D/600/2366 Listening in Spanish</b>   |
| <b>Level:</b>   | <b>1</b>   |
| <b>Credit Value:</b>  | <b>2</b>   |
| <b>Guided Learning Hours:</b>   | <b>15</b>  |
| <b>Unit Summary</b>   | Learners will be able to understand a limited range of simple words and sentences in familiar situations and extract details   |
| <b>Learning Outcomes (1 to 1)</b><br><i>The learner will:</i>   | <b>Assessment Criteria (1.1 to 1.2)</b><br><i>The learner can:</i>   |
| <b>1.</b> Be able to understand spoken material and extract specific details  | <p><b>1.1</b> Listen to a dialogue or monologue in the target language of at least 16 utterances which includes the following</p> <ul style="list-style-type: none"> <li>• simplest ways of expressing past, present and future tenses/timeframes where appropriate to the language</li> <li>• relevant everyday vocabulary</li> <li>• positive and negative structures</li> <li>• simple numbers (within the range 1–1000)</li> </ul> <p>and the following as appropriate to the context</p> <ul style="list-style-type: none"> <li>• polite conventions</li> <li>• formal or informal language</li> </ul> <p><b>1.2</b> Answer in English a minimum of 5 specific questions related to the above</p> |
| <p><b>Links to National Occupational Standards</b><br/> National Language Standards 2004: L1.1 (1-4); L1.2 (1-5)<br/> Common European Framework: A2 Listening</p> |  |

# SUPPORTING UNIT INFORMATION

## D/600/2366 Listening in Spanish – Level 1

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- the distinction between formal and informal language if appropriate
- a range of basic positive / negative structures
- a wider range of basic connectors (e.g. therefore), appropriate prepositions, and appropriate adjectives / adverbs to create simple descriptions, expressions of frequency
- a basic knowledge of modal verbs (e.g. can, must, would like), requests for information (e.g. how, when, do you, have you, are you), permission to act (e.g. may I, can I)
- a basic knowledge of simple structures to express past, present and future tenses/timeframes where appropriate
- some recognition of common liaison and elision where appropriate to the language (e.g. sounding consonants before vowels, omission of vowels and syllables)
- simple numerical data

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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|--|---|
| <b>Unit Title:</b>   | <b>T/600/2406 Dialogue in Spanish</b>   |
| <b>Level:</b>  | <b>1</b>  |
| <b>Credit Value:</b>   | <b>3</b>  |
| <b>Guided Learning Hours:</b>  | <b>25</b>   |
| <b>Unit Summary</b>  | Learners will be able to use and understand a limited range of simple words, sentences and questions to take part in short dialogues in familiar situations   |
| <b>Learning Outcomes (1 to 1)</b><br><b><i>The learner will:</i></b>   | <b>Assessment Criteria (1.1 to 1.1)</b><br><b><i>The learner can:</i></b>   |
| <b>1.</b> Be able to participate in a dialogue   | <b>1.1</b> Participate in a dialogue in the target language about familiar events with a minimum of 12 utterances (6 from the learner) to include the following <ul style="list-style-type: none"> <li>• positive and negative structures</li> <li>• relevant everyday vocabulary</li> <li>• polite conventions</li> <li>• the simplest ways of expressing at least 2 tenses/timeframes (i.e. past, present, or future)</li> <li>• simple link words in everyday use</li> <li>• clear pronunciation</li> <li>• a question from the learner</li> <li>• a response to at least 1 unknown open question</li> <li>• offers and requests for information or assistance or permission to act</li> </ul> and the following as appropriate to the context <ul style="list-style-type: none"> <li>• simple numbers (within the range 1–1000)</li> <li>• asking for clarification of meaning if needed</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: L1.1 (1-4); L1.2 (1-5); S1.1 (1-4); S1.2 (1-5)<br>Common European Framework: A2 Listening; A2 Spoken Interaction, Spoken Production |   |

# SUPPORTING UNIT INFORMATION

## T/600/2406 Dialogue in Spanish – Level 1

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- the distinction between formal and informal language if appropriate
- a range of basic positive / negative structures
- open and closed questions
- a wider range of basic connectors (e.g. therefore), appropriate prepositions, and appropriate adjectives / adverbs to create simple descriptions, expressions of frequency
- a basic knowledge of modal verbs (e.g. can, must, would like), requests for information (e.g. how, when, do you, have you, are you), permission to act (e.g. may I, can I)
- a basic knowledge of simple structures to express past, present and future tenses/timeframes
- some recognition of common liaison and elision where appropriate. (e.g. sounding consonants before vowels, omission of vowels and syllables)
- conventions related to common social and business interactions
- phrases such as 'can you please repeat that', 'is it possible to', 'yes, I see', 'that's right', 'do you mean?'

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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|---|---|
| <b>Unit Title:</b>  | <b>F/600/2408 Reading in Spanish</b>  |
| <b>Level:</b>   | <b>1</b>  |
| <b>Credit Value:</b>  | <b>2</b>  |
| <b>Guided Learning Hours:</b>   | <b>15</b>   |
| <b>Unit Summary</b>   | Learners will understand simply written texts on familiar subjects that use simple structures in past, present and future tenses/timeframes where appropriate.<br>Written work does not need to be handwritten  |
| <b>Learning Outcomes (1 to 1)</b><br><i>The learner will:</i>   | <b>Assessment Criteria (1.1 to 1.1)</b><br><i>The learner can:</i>  |
| 1. Be able to read and understand a simple text in the target language  | <p><b>1.1</b> Respond in English to questions requiring key points and specific details from a text in the target language which includes the following</p> <ul style="list-style-type: none"> <li>• relevant everyday vocabulary</li> <li>• simplest ways of expressing present, past and future tenses/timeframes where appropriate to the language</li> <li>• simple question forms</li> <li>• simple positive and negative forms</li> <li>• simple numerical data (within the range 1–1000)</li> </ul> <p>and the following as appropriate to the context</p> <ul style="list-style-type: none"> <li>• expressions of intention or possibility or wish</li> <li>• expressions of frequency</li> <li>• simple link words in everyday use</li> <li>• prepositions or adjectives or adverbs or equivalent as appropriate to the language</li> </ul> <p>using a dictionary/glossary if required</p> |
| <p><b>Links to National Occupational Standards</b><br/>National Language Standards 2004: R1.1 (1-6)<br/>Common European Framework: A2 Reading</p> |   |

# SUPPORTING UNIT INFORMATION

## F/600/2408 Reading in Spanish – Level 1

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- the distinction between formal and informal language
- a range of basic positive /negative structures
- simple numerical data
- a wider range of basic connectors (e.g. therefore), appropriate prepositions, and appropriate adjectives / adverbs to create simple descriptions, expressions of frequency
- a basic knowledge of modal verbs (e.g. can, must, would like), requests for information (e.g. how, when, do you, have you, are you), permission to act (e.g. may I, can I)
- a basic knowledge of simple structures to express past, present and future tenses/timeframes
- use of simple dictionaries / glossaries (target language>English)
- conventions used in letters, notes, forms

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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|--|---|
| <b>Unit Title:</b>   | <b>F/600/2411 Writing in Spanish</b>  |
| <b>Level:</b>  | <b>1</b>  |
| <b>Credit Value:</b>   | <b>2</b>  |
| <b>Guided Learning Hours:</b>  | <b>15</b>   |
| <b>Unit Summary</b>  | Learners will be able to write simple text in the target language to carry out familiar tasks, using simple structures in past, present and future tenses/timeframes where appropriate. Written work does not need to be handwritten  |
| <b>Learning Outcomes (1 to 1)</b><br><i>The learner will:</i>  | <b>Assessment Criteria (1.1 to 1.1)</b><br><i>The learner can:</i>  |
| 1. Be able to write simple text in the target language to carry out familiar tasks   | <b>1.1</b> Write 2 different types of simple text in the target language, one of which must be 40 – 60 words, using a dictionary / glossary if required, to include the following across the 2 texts <ul style="list-style-type: none"> <li>• a greeting</li> <li>• relevant everyday vocabulary</li> <li>• the simplest ways of expressing present, past and future tenses/timeframes</li> <li>• expressions of intention or possibility or wish</li> <li>• expressions of frequency</li> <li>• prepositions or adjectives or adverbs or equivalent as appropriate to the language</li> <li>• simple question forms</li> <li>• simple positive and negative forms</li> <li>• simple numerical data (within the range 1–1000)</li> <li>• simple link words in everyday use</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: W1.1 (1-6)<br>Common European Framework: A2 Writing |   |

# SUPPORTING UNIT INFORMATION

## F/600/2411 Writing in Spanish – Level 1

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- the distinction between formal and informal language
- a range of basic positive /negative structures
- simple numerical data
- a wider range of basic connectors (e.g. therefore), appropriate prepositions, and appropriate adjectives / adverbs to create simple descriptions, expressions of frequency
- a basic knowledge of modal verbs (e.g. can, must, would like), requests for information (e.g. how, when, do you, have you, are you), permission to act (e.g. may I, can I)
- a basic knowledge of simple structures to express past, present and future tenses/timeframes
- conventions a) used in letters / cards (e.g. one example of an opening and closing phrase), notes, forms b) addressing envelopes
- an awareness of grammar requirements when constructing sentences; word order, punctuation, other as appropriate
- use of simple dictionaries/glossaries

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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| <b>Unit Title:</b>   | <b>J/600/2412 Reading and Written Response in Spanish</b>  |
| <b>Level:</b>  | <b>1</b>   |
| <b>Credit Value:</b>   | <b>2</b>   |
| <b>Guided Learning Hours:</b>  | <b>15</b>  |
| <b>Unit Summary</b>  | Learners will read simply written text on familiar subjects in the target language, containing simple structures in past, present and future tenses/timeframes where appropriate, to produce a written response.<br>Written work does not need to be handwritten   |
| <b>Learning Outcomes (1 to 1)</b><br><b><i>The learner will:</i></b>   | <b>Assessment Criteria (1.1 to 1.1)</b><br><b><i>The learner can:</i></b>  |
| <b>1.</b> Be able to read and respond in the target language to simple communications  | <b>1.1</b> Write a 40-80 word response in the target language to a simple text in the target language using a dictionary / glossary if required, to include the following as required by the context <ul style="list-style-type: none"> <li>• appropriate selection and use of formal and informal language</li> <li>• relevant everyday vocabulary</li> <li>• the simplest ways of expressing present, past and future tenses/timeframes</li> <li>• expressions of intention or possibility or wish</li> <li>• expressions of frequency</li> <li>• prepositions or adjectives or adverbs or equivalent as appropriate to the language</li> <li>• simple question forms</li> <li>• simple positive and negative forms</li> <li>• simple numerical data (within the range 1–1000)</li> <li>• simple link words in everyday use</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: R1.1 (1-6), W1.1 (1-6)<br>Common European Framework: A2 Reading, A2 Writing |  |

# SUPPORTING UNIT INFORMATION

## J/600/2412 Reading and Written Response in Spanish – Level 1

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- the distinction between formal and informal language
- a range of basic positive / negative structures
- simple numerical data
- a wider range of basic connectors (e.g. therefore), appropriate prepositions, and appropriate adjectives / adverbs to create simple descriptions, expressions of frequency
- a basic knowledge of modal verbs (e.g. can, must, would like), requests for information (e.g. how, when, do you, have you, are you), permission to act (e.g. may I, can I)
- a basic knowledge of simple structures to express past, present and future tenses/timeframes where appropriate
- conventions a) used in letters / cards (e.g. one example of an opening and closing phrase), notes, forms b) addressing envelopes
- an awareness of grammar requirements when constructing sentences; word order, punctuation, other as appropriate
- use of simple dictionaries/glossaries

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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|--|---|
| <b>Unit Title:</b>   | <b>L/600/2413 Speaking in Spanish</b>   |
| <b>Level:</b>  | <b>2</b>  |
| <b>Credit Value:</b>   | <b>2</b>  |
| <b>Guided Learning Hours:</b>  | <b>15</b>   |
| <b>Unit Summary</b>  | Learners will be able to speak in the target language, generating sentences in everyday usage, some of which may be complex, using past, present and future tenses/timeframes and conditional forms where appropriate to the language   |
| <b>Learning Outcomes (1 to 1)</b><br><i>The learner will:</i>  | <b>Assessment Criteria (1.1 to 1.1)</b><br><i>The learner can:</i>  |
| <b>1.</b> Be able to express routine information relating to everyday events   | <b>1.1</b> Speak for 1–2 minutes in the target language on a chosen topic relating to everyday events using the following <ul style="list-style-type: none"> <li>• vocabulary in everyday use including adjectives and adverbs</li> <li>• past, present and future tenses/timeframes</li> <li>• commonly used positive and negative statements</li> <li>• opinions or preferences</li> <li>• compound sentences</li> <li>• intonation and pronunciation to express meaning clearly and the following as appropriate to the context <ul style="list-style-type: none"> <li>• commonly used conditional forms where appropriate to the language</li> <li>• routine numbers</li> </ul> </li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: S2.1 (1-4); S2.2 (1-6)<br>Common European Framework: B1 Spoken Interaction, Spoken Production |   |

# SUPPORTING UNIT INFORMATION

## L/600/2413 Speaking in Spanish – Level 2

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- a wider range of commonly used positive / negative structures
- a wider range of connectors, verbs, adjectives, including comparative, superlative, adverbs, expressions of frequency
- a wider range of modal verbs (or equivalent) to express ability, need, desire, compulsion
- a working knowledge of structures expressing past, present and future tenses/timeframes and conditional forms as appropriate to the language
- the imperative form
- common and standard conventions to express preference, opinion, condolence, acceptance and refusal, some of which may be idiomatic
- a range of polite expressions of gratitude, regret, apology, annoyance some of which may be idiomatic
- routine numerical data

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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|---|---|
| <b>Unit Title:</b>  | <b>Y/600/2415 Listening in Spanish</b>  |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>2</b>  |
| <b>Guided Learning Hours:</b>   | <b>15</b>   |
| <b>Unit Summary</b>   | Learners will be able to listen to and understand sentences in everyday usage, some of which may be complex, in past, present and future tenses/timeframes and conditional forms where appropriate to the target language   |
| <b>Learning Outcomes (1 to 1)</b><br><i>The learner will:</i>   | <b>Assessment Criteria (1.1 to 1.2)</b><br><i>The learner can:</i>  |
| <b>1.</b> Be able to understand information and opinions presented in spoken form   | <p><b>1.1</b> Listen to and extract key points and specific details and opinions in English from a dialogue or monologue in the target language of at least 20 utterances which includes the following</p> <ul style="list-style-type: none"> <li>• vocabulary in everyday use including adjectives and adverbs</li> <li>• past, present and future tenses/timeframes</li> <li>• the imperative form</li> <li>• link words in everyday use</li> <li>• compound sentences</li> <li>• routine numbers</li> </ul> <p>and the following as appropriate to the context</p> <ul style="list-style-type: none"> <li>• commonly used positive and negative statements</li> <li>• commonly used conditional forms where appropriate to the language</li> </ul> <p><b>1.2</b> Answer in English a minimum of 5 general or specific questions related to the above</p> |
| <p><b>Links to National Occupational Standards</b><br/> National Language Standards 2004: L2.1 (1-4); L2.2 (1-5)<br/> Common European Framework: B1 Listening</p> |   |

# SUPPORTING UNIT INFORMATION

## Y/600/2415 Listening in Spanish – Level 2

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- a wider range of commonly used positive / negative structures
- a wider range of connectors, verbs, adjectives (including comparative, superlative), adverbs, expressions of frequency
- a wider range of modal verbs (or equivalent) to express ability, need, desire, compulsion
- a working knowledge of structures expressing past, present and future tenses/timeframes and conditional forms as appropriate to the language
- the imperative form
- common and standard conventions to express preference, opinion, condolence, acceptance and refusal some of which may be idiomatic
- a range of polite expressions of gratitude, regret, apology, annoyance, some of which may be idiomatic
- routine numerical data

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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| <b>Unit Title:</b>   | <b>H/600/2417 Dialogue in Spanish</b>  |
| <b>Level:</b>  | <b>2</b>   |
| <b>Credit Value:</b>   | <b>3</b>   |
| <b>Guided Learning Hours:</b>  | <b>25</b>  |
| <b>Unit Summary</b>  | Learners will be able to generate and understand sentences in everyday usage, some of which may be complex, using past, present and future tenses/timeframes and conditional forms where appropriate to the language, to build dialogues   |
| <b>Learning Outcomes (1 to 1)</b><br><i>The learner will:</i>  | <b>Assessment Criteria (1.1 to 1.1)</b><br><i>The learner can:</i>   |
| <b>1.</b> Be able to maintain a routine dialogue and clarify meaning   | <b>1.1</b> Maintain a routine dialogue with a minimum of 16 utterances (at least 8 produced by the learner) to include the following <ul style="list-style-type: none"> <li>• vocabulary in everyday use including adjectives and adverbs</li> <li>• past, present and future tenses/timeframes</li> <li>• compound sentences</li> <li>• appropriate intonation and pronunciation</li> <li>• a question from the learner</li> <li>• a response to at least 1 unknown open question</li> <li>• offers and requests for information or assistance or permission to act</li> </ul> and the following as appropriate to the context <ul style="list-style-type: none"> <li>• idiomatic phrases</li> <li>• commonly used positive and negative statements and question forms</li> <li>• the imperative form</li> <li>• commonly used conditional forms where appropriate to the language</li> <li>• asking for clarification of meaning if needed</li> <li>• routine numbers</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: L2.1 (1-4); L2.2 (1-5); S2.1 (1-4); S2.2 (1-6)<br>Common European Framework: B1 Listening, B1 Spoken Interaction, Spoken Production |  |

# SUPPORTING UNIT INFORMATION

## H/600/2417 Dialogue in Spanish – Level 2

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- a wider range of commonly used negative structures
- a wider range of connectors, verbs, adjectives (including comparative, superlative), adverbs, expressions of frequency
- a wider range of modal verbs (or equivalent) to express ability, need, desire, compulsion
- a working knowledge of structures expressing past, present and future tenses/timeframes and conditional forms as appropriate to the language
- the imperative form
- common and standard conventions to express preference, opinion, condolence, acceptance and refusal some of which may be idiomatic
- a range of polite expressions of gratitude, regret, apology, annoyance, some of which may be idiomatic
- open and closed questions
- routine numerical data

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

### **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

### **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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|---|--|
| <b>Unit Title:</b>  | <b>K/600/2418 Reading in Spanish</b>   |
| <b>Level:</b>   | <b>2</b>   |
| <b>Credit Value:</b>  | <b>2</b>   |
| <b>Guided Learning Hours:</b>   | <b>15</b>  |
| <b>Unit Summary</b>   | Learners will understand written text in the target language on everyday matters, some of it complex in structure, in past, present and future tenses/timeframes and conditional forms where appropriate to the language.<br>Written work does not need to be handwritten  |
| <b>Learning Outcomes (1 to 1)</b><br><i>The learner will:</i>   | <b>Assessment Criteria (1.1 to 1.1)</b><br><i>The learner can:</i>   |
| <b>1.</b> Be able to read and understand written text in the target language  | <b>1.1</b> Extract key points and specific details in English from text/s in the target language which includes a minimum of 5 of the following <ul style="list-style-type: none"> <li>• relevant everyday vocabulary</li> <li>• simple and complex sentences</li> <li>• present, past and future tenses/timeframes</li> <li>• expressions of intention or possibility or wish</li> <li>• expressions of frequency</li> <li>• basic link words</li> <li>• appropriate prepositions, adjectives and adverbs</li> <li>• question forms</li> <li>• positive and negative forms</li> <li>• routine numerical data</li> <li>• commonly used conditional forms as appropriate using a dictionary / glossary if required</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: R2.1 (1-6);<br>Common European Framework: B1 Reading |  |

# SUPPORTING UNIT INFORMATION

## K/600/2418 Reading in Spanish – Level 2

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- a knowledge of structures expressing intention, wish and possibility
- the distinction between formal and informal language
- a wider range of commonly used positive / negative structures
- routine numerical data
- a wider range of connectors, verbs, adjectives (including comparative, superlative), adverbs, expressions of frequency
- a wider range of modal verbs (or equivalent) to express ability, need, desire, compulsion
- a working knowledge of structures expressing past, present and future tenses/timeframes, conditional forms and the infinitive as appropriate to the language
- common and standard conventions to express preference, opinion, condolence, acceptance and refusal some of which may be idiomatic
- different styles of writing: letters (formal, informal), memos, notes, brochures, articles, accounts
- a range of polite expressions of gratitude, regret, apology, annoyance some of which may be idiomatic

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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|--|---|
| <b>Unit Title:</b>   | <b>M/600/2419 Writing in Spanish</b>  |
| <b>Level:</b>  | <b>2</b>  |
| <b>Credit Value:</b>   | <b>2</b>  |
| <b>Guided Learning Hours:</b>  | <b>15</b>   |
| <b>Unit Summary</b>  | Learners will produce routine text to carry out everyday tasks. This could include writing everyday letters of a formal or informal nature and creative writing, using some complex sentences in past, present and future tenses/timeframes and conditional forms where appropriate.<br>Written work does not need to be handwritten  |
| <b>Learning Outcomes (1 to 1)</b><br><i>The learner will:</i>  | <b>Assessment Criteria (1.1 to 1.1)</b><br><i>The learner can:</i>  |
| <b>1.</b> Be able to write continuous text in the target language  | <b>1.1</b> Write continuous text of 80-100 words in the target language, using a dictionary / glossary if required, to include a minimum of 5 of the following <ul style="list-style-type: none"> <li>• relevant everyday vocabulary</li> <li>• complex sentences</li> <li>• present, past and future tenses/timeframes</li> <li>• expressions of intention or possibility or wish</li> <li>• expressions of frequency</li> <li>• link words</li> <li>• appropriate prepositions, adjectives and adverbs</li> <li>• question forms</li> <li>• positive and negative forms</li> <li>• routine numerical data</li> <li>• commonly used conditional forms</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: W2.1 (1-5)<br>Common European Framework: B1 Writing |   |

# SUPPORTING UNIT INFORMATION

## M/600/2419 Writing in Spanish – Level 2

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- the distinction between formal and informal language
- a wider range of commonly used positive / negative structures
- routine numerical data
- a wider range of connectors, verbs, adjectives (including comparative, superlative), adverbs, expressions of frequency
- a wider range of modal verbs (or equivalent) to express ability, need, desire, compulsion
- a working knowledge of structures expressing past, present and future tenses/timeframes, conditional forms and the infinitive as appropriate to the language
- common and standard conventions to express preference, opinion, condolence, acceptance and refusal some of which may be idiomatic
- different styles of writing: letters (formal, informal), memos, notes, brochures, articles, accounts
- a range of polite expressions of gratitude, regret, apology, annoyance some of which may be idiomatic

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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|--|---|
| <b>Unit Title:</b>   | <b>H/600/2420 Reading and Written Response in Spanish</b>   |
| <b>Level:</b>  | <b>2</b>  |
| <b>Credit Value:</b>   | <b>2</b>  |
| <b>Guided Learning Hours:</b>  | <b>15</b>   |
| <b>Unit Summary</b>  | Learners will understand a range of routine materials on everyday matters, some of it complex in structure, in past, present and future tenses/timeframes and conditional forms where appropriate, to produce a written response.<br>Written work does not need to be handwritten   |
| <b>Learning Outcomes (1 to 1)</b><br><i>The learner will:</i>  | <b>Assessment Criteria (1.1 to 1.1)</b><br><i>The learner can:</i>  |
| 1. Be able to read and respond in the target language to routine communications  | 1.1 Write a 80-100 word response in the target language to a given text in the target language, using a dictionary / glossary if required, including a minimum of 7 of the following <ul style="list-style-type: none"> <li>• relevant everyday vocabulary</li> <li>• complex sentences</li> <li>• present, past and future tenses/timeframes</li> <li>• expressions of intention or possibility or wish</li> <li>• expressions of frequency</li> <li>• link words</li> <li>• appropriate prepositions, adjectives and adverbs</li> <li>• question forms</li> <li>• positive and negative forms</li> <li>• routine numerical data</li> <li>• commonly used conditional forms</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: R2.1 (1-6), W2.1 (1-5)<br>Common European Framework: B1 Reading, B1 Writing |   |

# SUPPORTING UNIT INFORMATION

## H/600/2420 Reading and Written Response in Spanish – Level 2

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- the distinction between formal and informal language
- a wider range of commonly used positive / negative structures
- routine numerical data
- a wider range of connectors, verbs, adjectives (including comparative, superlative), adverbs, expressions of frequency
- a wider range of modal verbs (or equivalent) to express ability, need, desire, compulsion
- a working knowledge of structures expressing past, present and future tenses/timeframes, conditional forms and the infinitive as appropriate to the language
- common and standard conventions to express preference, opinion, condolence, acceptance and refusal some of which may be idiomatic
- different styles of writing: letters (formal, informal), memos, notes, brochures, articles, accounts
- a range of polite expressions of gratitude, regret, apology, annoyance some of which may be idiomatic

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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| <b>Unit Title:</b>  | <b>K/600/2421 Express and Exchange Information Orally in Spanish</b>   |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>3</b>   |
| <b>Guided Learning Hours:</b>   | <b>25</b>  |
| <b>Unit Summary</b>   | Learners will be able to present and exchange information orally in the target language  |
| <b>Learning Outcomes (1 to 2)</b><br><i>The learner will:</i>   | <b>Assessment Criteria (1.1 to 2.2)</b><br><i>The learner can:</i>   |
| <b>1.</b> Express information orally in the target language   | <b>1.1</b> Speak for 3–5 minutes on a topic of their choice to a minimum of two people using the following as required by the context <ul style="list-style-type: none"> <li>• a wide variety of vocabulary</li> <li>• polite forms of address</li> <li>• a minimum of 4 tenses/timeframes as appropriate to the language and context</li> <li>• use of common idiom</li> <li>• a range of common and complex sentence structures using a variety of forms which may include positive, negative, imperative and interrogative as appropriate to the language and context</li> <li>• a wide range of linking language</li> <li>• intonation and pronunciation to express meaning clearly</li> <li>• numerical data</li> </ul> |
| <b>2.</b> Be able to lead a question and answer session in the target language  | <b>2.1</b> Reply to questions from the group to elaborate on the topic chosen above, selecting sufficient and appropriate words and phrases to indicate full comprehension of the questions asked<br><br><b>2.2</b> Reply to the issues arising from questions expressing opinions / agreements / disagreements where appropriate  |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: S3.1 (1-4); S3.2 (1-5)<br>Common European Framework: B2 Spoken Interaction, B2 Spoken Production |  |

# SUPPORTING UNIT INFORMATION

## K/600/2421 Express and Exchange Information Orally in Spanish – Level 3

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- a wide variety of vocabulary appropriate to the topic studied, including some less commonly used technical terms
- a range of polite forms of address, greeting and leave taking and expressions of gratitude, regret, apology, annoyance
- appropriate intonation and emphasis and clear pronunciation. Language should be generally accurate avoiding ambiguity
- commonly used sentence structures in their positive, negative, imperative and interrogative forms
- case and word order
- a wide range of tenses/timeframes or moods used within the context of a topic
- a range of complex sentence combinations, including a wide range of linking language e.g. 'although', 'provided that'
- alternative structures which modify register for a variety of audiences or contexts
- use of common idiom

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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| <b>Unit Title:</b>   | <b>M/600/2422 Listening in Spanish</b>   |
| <b>Level:</b>  | <b>3</b>   |
| <b>Credit Value:</b>   | <b>4</b>   |
| <b>Guided Learning Hours:</b>  | <b>25</b>  |
| <b>Unit Summary</b>  | Learners will be able to identify key points from and summarise information from a variety of authentic sources spoken in the target language  |
| <b>Learning Outcomes (1 to 2)</b><br><i>The learner will:</i>  | <b>Assessment Criteria (1.1 to 2.1)</b><br><i>The learner can:</i>   |
| <b>1.</b> Be able to identify key points from a variety of spoken sources  | <b>1.1</b> Listen to a minimum of 2 items of varying speeds, lengths and levels of difficulty in the target language and answer a minimum of 10 questions in English across all items  |
| <b>2.</b> Be able to summarise spoken material   | <b>2.1</b> Listen to a minimum of 2 items of varying speeds, lengths and levels of difficulty in the target language and produce a summary of each in English, identifying <ul style="list-style-type: none"> <li>• opinions</li> <li>• attitudes</li> <li>• moods</li> <li>• arguments</li> </ul> as appropriate to the context |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: L3.1 (1-5); L3.2 (1-5)<br>Common European Framework: B2 Listening |  |

# SUPPORTING UNIT INFORMATION

## M/600/2422 Listening in Spanish – Level 3

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- a wide variety of vocabulary appropriate to the topic studied, including some less commonly used technical terms
- a range of polite forms of address, greeting and leave taking and expressions of gratitude, regret, apology, annoyance
- appropriate intonation and emphasis and clear pronunciation. Language should be generally accurate avoiding ambiguity
- commonly used sentence structures in their positive, negative, imperative and interrogative forms
- case and word order
- a wide range of tenses/timeframes or moods used within the context of a topic
- a range of complex sentence combinations, including a wide range of linking language e.g. 'although', 'provided that'
- alternative structures which modify register for a variety of audiences or contexts
- use of common idiom

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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| <b>Unit Title:</b>  | <b>T/600/2423 Express and Exchange Opinions in Spanish</b>   |
| <b>Level:</b>   | <b>3</b>   |
| <b>Credit Value:</b>  | <b>4</b>   |
| <b>Guided Learning Hours:</b>   | <b>25</b>  |
| <b>Unit Summary</b>   | Learners will be able to express and exchange opinions within a business/social context in the target language   |
| <b>Learning Outcomes<br/>(1 to 1)<br/><i>The learner will:</i></b>  | <b>Assessment Criteria<br/>(1.1 to 1.1)<br/><i>The learner can:</i></b>  |
| <b>1.</b> Be able to maintain a conversation in the target language to exchange opinions  | <b>1.1</b> Maintain a conversation with a minimum of 30 utterances (at least 15 produced by the learner) to include the following as required by the context <ul style="list-style-type: none"> <li>• a wide variety of vocabulary</li> <li>• polite forms of address</li> <li>• a range of common and complex sentence structures using a variety of forms which may include positive, negative, imperative and interrogative as appropriate to the language and context</li> <li>• a range of tenses/timeframes as appropriate to the language and context</li> <li>• intonation and pronunciation to express meaning clearly</li> <li>• exploration of the opinions and feelings of others</li> <li>• countering opinions</li> <li>• seeking and exchanging information</li> <li>• common idioms</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: S3.1 (1-4); S3.2 (1-5), L3.1 (1-5), L3.2 (1-5)<br>Common European Framework: B2 Spoken Interaction, B2 Spoken Production, B2 Listening |  |

# SUPPORTING UNIT INFORMATION

## T/600/2423 Express and Exchange Opinions in Spanish – Level 3

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- a wide variety of vocabulary appropriate to the topic studied, including some less commonly used technical terms
- a range of polite forms of address, greeting and leave taking and expressions of gratitude, regret, apology, annoyance
- appropriate intonation and emphasis and clear pronunciation. Language should be generally accurate avoiding ambiguity
- commonly used sentence structures in their positive, negative, imperative and interrogative forms
- case and word order
- a wide range of tenses/timeframes or moods used within the context of a topic
- a range of complex sentence combinations, including a wide range of linking language e.g. 'although', 'provided that'
- alternative structures which modify register for a variety of audiences or contexts
- use of common idiom

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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| <b>Unit Title:</b>   | <b>A/600/2424 Reading in Spanish</b>   |
| <b>Level:</b>  | <b>3</b>   |
| <b>Credit Value:</b>   | <b>3</b>   |
| <b>Guided Learning Hours:</b>  | <b>20</b>  |
| <b>Unit Summary</b>  | Learners will be able to understand varied text and obtain and extract information from a variety of authentic written sources. Written work does not need to be handwritten   |
| <b>Learning Outcomes (1 to 2)</b><br><i>The learner will:</i>  | <b>Assessment Criteria (1.1 to 2.1)</b><br><i>The learner can:</i>   |
| <b>1.</b> Be able to read and understand text from a variety of written sources in the target language                                   | <b>1.1</b> Answer a minimum of 5 questions in English from a minimum of 3 different styles of text, using a dictionary/glossary if required, which include <ul style="list-style-type: none"> <li>• familiar and unfamiliar vocabulary as appropriate to the topic</li> <li>• common and complex sentence structures using a variety of forms which may include positive, negative, imperative and interrogative as appropriate to the language and context</li> <li>• a range of tenses/timeframes, moods and use of the infinitive, as appropriate to the language and context</li> <li>• linking language</li> <li>• use of common idiom</li> </ul> |
| <b>2.</b> Be able to read and extract key information from written material in the target language                                       | <b>2.1</b> Read a text of between 500–1000 words in the target language and summarise the key points in English  |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: R3.1 (1-6)<br>Common European Framework: B2 Reading |  |

# SUPPORTING UNIT INFORMATION

## A/600/2424 Reading in Spanish – Level 3

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- a wide variety of vocabulary appropriate to the topic studied, including some less commonly used technical terms
- a range of polite forms of address, greeting and leave taking and expressions of gratitude, regret, apology, annoyance
- commonly used sentence structures in their positive, negative, imperative and interrogative forms
- case and word order
- a wide range of tenses/timeframes or moods used within the context of a topic
- structures using the infinitive form where appropriate
- a range of complex sentence combinations, including a wide range of linking language e.g. 'although', 'provided that'
- alternative structures which modify register for a variety of audiences or contexts
- use of common idiom

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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| <b>Unit Title:</b>   | <b>F/600/2425 Writing in Spanish</b>   |
| <b>Level:</b>  | <b>3</b>   |
| <b>Credit Value:</b>   | <b>4</b>   |
| <b>Guided Learning Hours:</b>  | <b>30</b>  |
| <b>Unit Summary</b>  | Learners will be able to produce an extended piece of writing in the target language.<br>Written work does not need to be handwritten  |
| <b>Learning Outcomes (1 to 1)</b><br><b><i>The learner will:</i></b>   | <b>Assessment Criteria (1.1 to 1.1)</b><br><b><i>The learner can:</i></b>  |
| <b>1. Be able to write continuous text in the target language</b>  | <b>1.1 Produce a piece of extended writing (1000–1250 words) in the target language, using a dictionary/glossary if required, which demonstrates</b> <ul style="list-style-type: none"> <li>• in depth knowledge of the chosen topic</li> <li>• clear and logical organisation of ideas</li> </ul> <b>and which includes the following as required by the context</b> <ul style="list-style-type: none"> <li>• vocabulary appropriate to the topic</li> <li>• clearly expressed opinions</li> <li>• common and complex sentence structures using a variety of forms which may include positive, negative, imperative and interrogative as appropriate to the language and context</li> <li>• a range of tenses/timeframes, moods and use of the infinitive as appropriate to the language</li> <li>• linking language</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: W3.1 (1-5)<br>Common European Framework: B2 Writing |  |

# SUPPORTING UNIT INFORMATION

## F/600/2425 Writing in Spanish – Level 3

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- a wide variety of vocabulary appropriate to the topic studied, including some less commonly used technical terms
- a range of polite forms of address, greeting and leave taking and expressions of gratitude, regret, apology, annoyance
- commonly used sentence structures in their positive, negative, imperative and interrogative forms
- case and word order
- a wide range of tenses/timeframes or moods used within the context of a topic
- structures using the infinitive form where appropriate
- a range of complex sentence combinations, including a wide range of linking language e.g. 'although', 'provided that'
- alternative structures which modify register for a variety of audiences or contexts
- use of common idiom

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

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| <b>Unit Title:</b>   | <b>J/600/2426 Reading and Written Response in Spanish</b>   |
| <b>Level:</b>  | <b>3</b>  |
| <b>Credit Value:</b>   | <b>3</b>  |
| <b>Guided Learning Hours:</b>  | <b>20</b>   |
| <b>Unit Summary</b>  | Learners will be able to produce varied text in a range of work related and social settings. These texts could include letters, summaries, reports or a piece of original writing in response to material in the target language.<br>Written work does not need to be handwritten   |
| <b>Learning Outcomes (1 to 2)</b><br><i>The learner will:</i>  | <b>Assessment Criteria (1.1 to 2.1)</b><br><i>The learner can:</i>  |
| 1. Be able to write a summary to extract the main points/ideas in the target language of an authentic target language text                                       | <b>1.1</b> Write a summary in the target language to extract the main facts, ideas and/or opinions presented in an authentic text   |
| 2. Be able to respond in writing to a target language stimulus   | <b>2.1</b> Write a response to a given stimulus in the target language (approximately 200–300 words), to include the following <ul style="list-style-type: none"> <li>• vocabulary appropriate to the topic</li> <li>• common and complex sentence structures using a variety of forms which may include positive, negative, imperative and interrogative as appropriate to the language and context</li> <li>• a range of tenses/timeframes, moods and use of the infinitive as appropriate to the language and context</li> <li>• linking language</li> <li>• logical presentation of ideas, facts and/or opinions</li> <li>• conclusion which evaluates stimulus material</li> </ul> |
| <b>Links to National Occupational Standards</b><br>National Language Standards 2004: R3.1 (1-6), W3.1 (1-5)<br>Common European Framework: B2 Reading, B2 Writing |   |

# SUPPORTING UNIT INFORMATION

## J/600/2426 Reading and Written Response in Spanish – Level 3

### INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- a wide variety of vocabulary appropriate to the topic studied , including some less commonly used technical terms
- a range of polite forms of address, greeting and leave taking and expressions of gratitude, regret, apology, annoyance
- commonly used sentence structures in their positive, negative, imperative and interrogative forms
- case and word order
- a wide range of tenses/timeframes or moods used within the context of a topic
- structures using the infinitive form where appropriate
- a range of complex sentence combinations, including a wide range of linking language e.g. 'although', 'provided that'
- alternative structures which modify register for a variety of audiences or contexts  
use of common idiom

### TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

### METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

## **EVIDENCE OF ACHIEVEMENT**

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

## **ADDITIONAL INFORMATION**

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).