

## SUMMARY OF ASSESSMENT AT ACCESS 2

<b>Personal Language (Acc 2)</b>	
<b>Content</b>	2 topics from Appendix 1.1
<b>Outcome 1</b>	<p>Demonstrate understanding of personal information presented in oral or written form in the target language.</p> <p><b>Task types</b> Reading / Listening</p> <p><b>Criteria</b> Identifies correctly at least 4 items of information drawn from each of the chosen topics.</p> <p><b>Minimum number of assessments</b> 2, different topics</p>
<b>Outcome 2</b>	<p>Engage in social interaction with a user of the target language</p> <p><b>Task types</b> role play / interview / conversation</p> <p><b>Criteria</b> Demonstrates interaction within a familiar context. The student makes at least 4 successful contributions on each occasion.</p> <p><b>Minimum number of assessments</b> 2, different topics.</p>
<b>Minimum number of assessments overall</b>	4

<b>Transactional Language (Acc 2)</b>	
<b>Content</b>	2 topics from Appendix 1.2
<b>Outcome 1</b>	<p>Demonstrate understanding of information presented in oral or written form in the target language.</p> <p><b>Task types</b> Reading / Listening</p> <p><b>Criteria</b> Identifies correctly at least 4 items of information drawn from each of the chosen topics.</p> <p><b>Minimum number of assessments</b> 2, different topics.</p>
<b>Outcome 2</b>	<p>Obtain information, goods or services in an interaction involving use of the target language.</p> <p><b>Task types</b> role play</p> <p><b>Criteria</b> Interacts with a sympathetic user of the target language, within familiar contexts, in order to obtain information, goods or services. The student makes at least 4 successful contributions ton each occasion.</p> <p><b>Minimum number of assessments</b> 2, different topics.</p>
<b>Minimum number of assessments overall</b>	4

<b>Language in Work (Acc 2)</b>	
<b>Content</b>	2 topics from Appendix 1.3
<b>Outcome 1</b>	<p>Demonstrate understanding of requests for information, goods or services presented in oral or written form in the target language.</p> <p><b>Task types</b> Reading / Listening</p> <p><b>Criteria</b> Identifies correctly at least 4 requests for information or services drawn from each of the chosen topics</p> <p><b>Minimum number of assessments</b> 2, different topics</p>
<b>Outcome 2</b>	<p>Provide information, goods or services in an interaction involving use of the target language.</p> <p><b>Task types</b> role play</p> <p><b>Criteria</b> Interacts with a sympathetic user of the target language, within familiar contexts, in order to provide information, goods or services. The student makes at least 4 successful contributions on each occasion.</p> <p><b>Minimum number of assessments</b> 2, different topics</p>
<b>Minimum number of assessments overall</b>	4

<b>Life in Another Country (Acc 2)</b>	
<b>Content</b>	2 topics from Appendix 1.1, 1.2 or 1.3 (link to content of any other units studied)
<b>Outcome 1</b>	<p>Compare aspects of life in a country other than Britain with the same aspects of life in your community. <i>(If other language units are studied, the country studied should be one in which that language is an official language.)</i></p> <p><b>Task types</b> Presentation, discussion, display, writing etc. in English or target language.</p> <p><b>Criteria</b> a) Based on the selected topics, two aspects of life in the country being studied are described by giving at least 6 key points of information for each aspect. b) In respect of each aspect studied, at least 3 comparisons between life in the foreign country and the same aspects in the candidate's own community are made.</p> <p><b>Minimum number of assessments</b> 2, different aspects/topics,</p>
<b>Outcome 2</b>	<p>In respect of the main language used in the country being studied, demonstrate understanding of a limited range of vocabulary associated with each of the aspects of life being studied.</p> <p><b>Task types</b> Reading and/or listening &amp; speaking</p> <p><b>Criteria</b> Demonstrates familiarity with at least 8 words / phrases relevant to each aspect studied.</p> <p><b>Minimum number of assessments</b> 2, different aspects/topics</p>
<b>Minimum number of assessments overall</b>	4

### **CAUTION**

Information goes out of date very quickly. Official documentation is subject to revision and website addresses and content change. Although every attempt has been made to ensure that the information contained in this handout is correct at time of going to print, further changes may already be in hand. Teachers are responsible for ensuring that they are using the latest available documentation and that website and other content is suitable for their students.

Hilary McColl, February 2004