SEG Awards Modern Foreign Languages - German

Qualification Guidance
Level 2 Award in

Speaking and Listening – 603/2201/9
Reading and Writing – 603/2202/0
Practical – 603/2203/2

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

Copyright

Specification Code, Date and Issue Number

The specification code is A1918-02, A1919-02, A1920-02.

Version	Date	Details of change
2.2	March 2020	New qualification guide
2.3	October 2021	New review date

This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

The Skills and Education Group Awards Level 2 Award in Modern Foreign Languages has been developed to replace the previous Languages qualifications. This redevelopment has been led by educational organisations delivering the courses and subject experts with vast experience in the field.

This suite of Skills and Education Group Awards language qualifications provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding in the four main areas of speaking, listening, reading and writing and is linked to the Common European Framework.

These qualifications enable learners to gain crucial language skills for work or social purposes. They allow learners to expand cultural knowledge, participate in multilingual communities and improve communication skills when travelling abroad for business and/or pleasure.

Pre-requisites

There are no formal entry requirements for the Level 2 qualification of this suite.

Learners may find it advisable to have some prior knowledge and understanding from our Skills and Education Group Awards Level 1 Award in the relevant language (Reading & Writing and/or Speaking & Listening) or an equivalent Level 1 language qualification.

Skills and Education Group Awards would recommend that learners receive appropriate advice and guidance on the suitability of the qualification before embarking on any learning at higher levels.

Qualification Structure and Rules of Combination

Learners must complete the required units from the diagram below which can be tailored to the German language.

Choose all three units below to acquire the Speaking and Listening qualification:

Speaking
+
Listening
+
Dialogue

→ Level 2 Award in Speaking and Listening in German
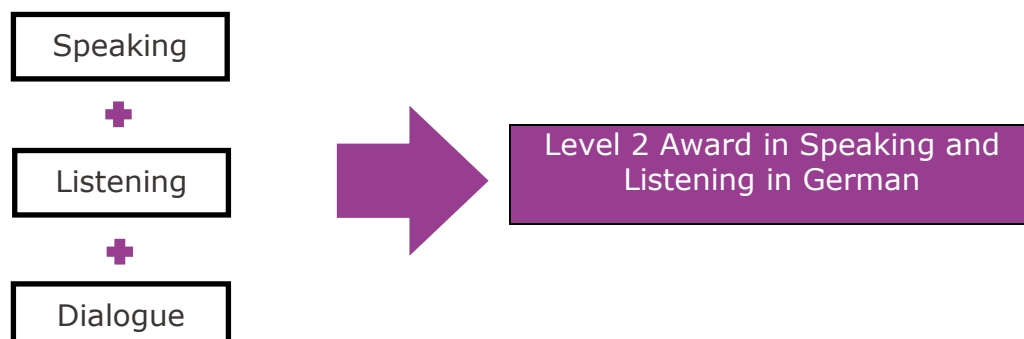
Choose all three units below to acquire the Reading and Writing qualification:

```
┌─────────────┐
│   Reading   │
└─────────────┘
      ✚
┌─────────────┐              ┌──────────────────────────┐
│   Writing   │    ➤         │ Level 2 Award in Reading │
└─────────────┘              │   and Writing in German  │
      ✚                      └──────────────────────────┘
┌─────────────┐
│ Reading and │
│   Written   │
│   Response  │
└─────────────┘
```

Choose all six units below to acquire the Practical qualification:

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┌─────────────┐
│   Speaking  │
└─────────────┘
      ✚
┌─────────────┐
│  Listening  │
└─────────────┘
      ✚
┌─────────────┐
│   Dialogue  │
└─────────────┘
      ✚                      ┌──────────────────────────┐
┌─────────────┐    ➤         │   Level 2 Award in       │
│   Reading   │              │   Practical German       │
└─────────────┘              └──────────────────────────┘
      ✚
┌─────────────┐
│   Writing   │
└─────────────┘
      ✚
┌─────────────┐
│ Reading and │
│   Written   │
│   Response  │
└─────────────┘
```
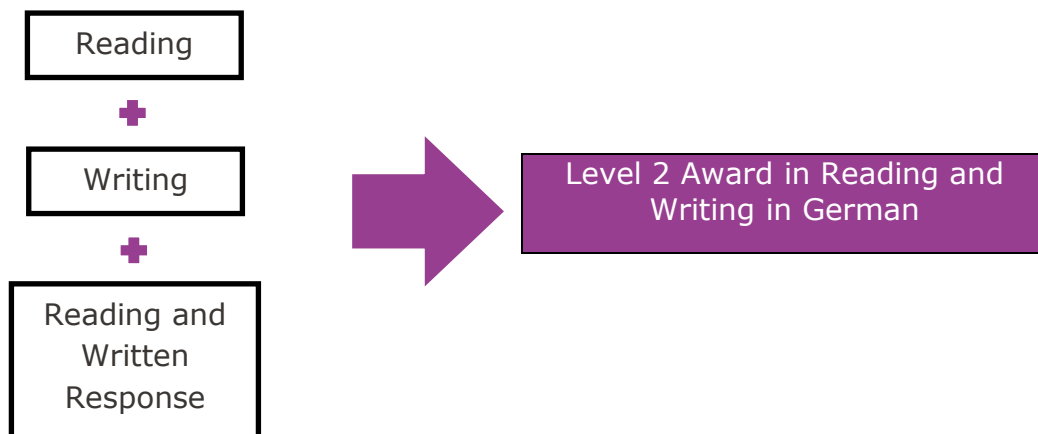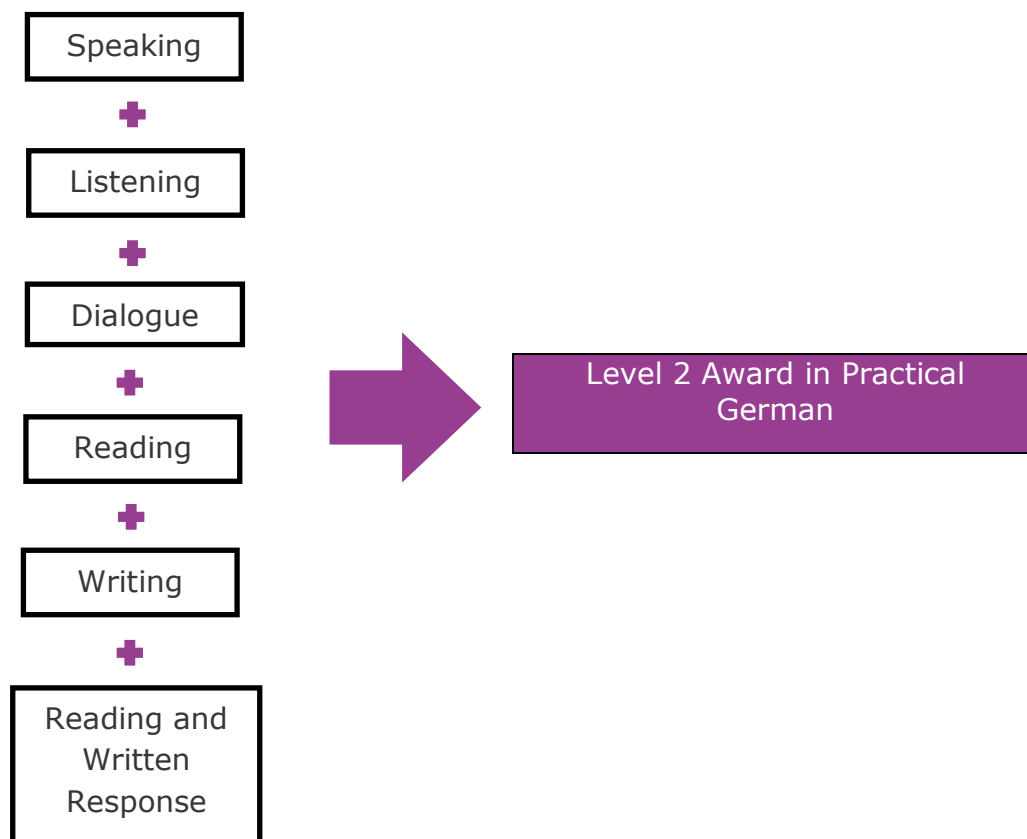
Rules of Combination:

Speaking and Listening: Learners must achieve a minimum of 6 credits from the mandatory units.

Reading and Writing: Learners must achieve a minimum of 6 credits from the mandatory units.

Practical: Learners must achieve a minimum of 12 credits from the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Speaking in a Roman Language	A/616/0696	L2	2	15
Listening in a Roman Language	F/616/0697	L2	2	15
Dialogue in a Roman Language	J/616/0698	L2	2	20
Reading in a Roman Language	L/616/0699	L2	2	15
Writing in a Roman Language	T/616/0700	L2	2	15
Reading and Written Response in a Roman Language	A/616/0701	L2	2	15

Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Units within these qualifications must be assessed in line with the appropriate assessment strategy as stated in each unit. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

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

Progression Opportunities

The SEG Awards Level 2 German Language qualifications enable learners to progress to the SEG Awards Level 3 German Languages qualifications. Alternatively, learners could progress onto the SEG Awards Spanish, Italian, French, Japanese, Arabic, Mandarin Chinese or Russian qualifications.

Tutor/Assessor Requirements

Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the Assessor must be knowledgeable of the subject/occupational area to at least the level they are delivering/assessing at.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Reasonable Adjustments

Centres should be aware that Reasonable Adjustments which may be permitted for assessment, may in some instances, limit a learner's progression into the sector. Centres must therefore inform learners of any limits their learning difficulty may impose on future progression, if applicable.

The following points have been taken from Ofqual's *'Specifications in relation to the reasonable adjustment of general qualifications' (2017)* to help clarify the reasonable adjustments for our modern foreign languages qualifications.

Reading:

Where an assessment seeks to test a learner's reading ability, a human reader must not be used as a reasonable adjustment.

Example:
In a modern foreign language assessment, designed to assess a student's reading skills in the language being assessed, a human reader should not be used. This is because the human reader could help the student to understand the text, even if the student could not read it themselves, for example through intonation or facial expressions. The human reader could help the student to understand the content or the mood of the text. This could prevent the awarding organisation from being able to assess the student's reading ability. In this instance, alternative reasonable adjustments such as an electronic reader could be used instead, as this would not provide the additional meaning that a human reader might.

Writing:

Where an assessment seeks to test a learner's written communication skills, a human scribe, speech recognition system or other writing aid must not be used as a reasonable adjustment.

Knowledge and Understanding of a Language:

Where an assessment seeks to test a learner's knowledge of, skills in, or understanding or a particular language, the use of an alternative language – such as British Sign Language – must not be used as a reasonable adjustment where such use would prevent the learner demonstrating the required knowledge, skills or understanding.

Example 1
In a modern foreign language assessment, students must not give their answers in BSL, where the assessment requires the answers to be given in the foreign language being

assessed. In addition, where questions or stimulus materials are written in the foreign language being assessed, these must not be translated into BSL.

Example 2
SSE may be permitted as a reasonable adjustment for a student to demonstrate their communication skills. This is because the student would still be communicating in English and not an alternative language, so the knowledge, skills and understanding being demonstrated are not being changed.

Access to Text and Other Materials:

Materials and other resources that are not normally made available to learners during an assessment must not be provided as a reasonable adjustment where that provision would compromise the ability of the awarding organisation to make judgements on the learner's knowledge, skills and understanding being assessed.

To read Ofqual's full publication, please follow the link below:
https://www.gov.uk/government/publications/specifications-in-relation-to-the-reasonable-adjustment-of-general-qualifications

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification	
German Level 2 Award in Speaking and Listening in German [603/2201/9] Level 2 Award in Reading and Writing in German [603/2202/0] Level 2 Award in Practical German [603/2203/2]	

Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area						
Age Range	Pre 16	✓	16-18	✓	18+		19+ ✓
Regulation	The above qualifications are regulated by Ofqual						
Assessment	• Internal assessment • Internal and external moderation						
Type of Funding Available	See FaLA (Find a Learning Aim)						
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges						
Grading	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)						
Operational Start Date	01/09/2017						
Review Date	31/08/2024						
Operational End Date							
Certification End Date							
Guided Learning (GL)	Speaking and Listening: 50 hours Reading and Writing: 45 hours Practical: 95 hours						
Total Qualification Time (TQT)	Speaking and Listening: 60 hours Reading and Writing: 60 hours Practical: 120 hours						
Skills and Education Group Awards Sector	Practical Languages						
Ofqual SSA Sector	12.2 Other languages, literature and culture						
Support from Trade Associations/Stakeholder Support	Skills CFA						
Administering Office	See Skills and Education Group Awards web site						

Unit Details

Speaking in a Roman Language

Unit Reference	**A/616/0696**
Level	**Level 2**
Credit Value	**2**
Guided Learning	**15 hours**
Unit Summary	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. A dictionary can be used by learners to prepare for the assessment but any notes made in the target language must be handed in to the tutor prior to the assessment. This unit does **not** need to be recorded.

Learning Outcomes (1 to 1) *The learner will*	**Assessment Criteria (1.1 to 1.1)** *The learner can*

1. Be able to express routine information in the target language.	1.1 Speak for 1–2 minutes in the target language on a chosen topic which must include:
	    a. vocabulary in everyday use
	    b. adjectives and adverbs
	    c. past, present and future tenses/timeframes
	    d. negative statements
	    e. opinions or preferences
	    f. compound sentences
	    g. intonation and pronunciation to express meaning clearly
	    h. routine numerical data.

Links to National Occupational Standards
UK Occupational Language Standards 2010: Speak: Routine, Performance Criteria 1-13 Common European Framework: B1 Spoken Production

Listening in a Roman Language

Unit Reference	F/616/0697
Level	Level 2
Credit Value	2
Guided Learning	15 hours
Unit Summary	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 where appropriate to the target language. **Learners must not use a dictionary in this unit.**

Learning Outcomes (1 to 1) *The learner will*	Assessment Criteria (1.1 to 1.2) *The learner can*
1. Be able to understand information and opinions presented in spoken form.	1.1 Listen to a dialogue or monologue in the target language of at least 20 utterances which must include: a. vocabulary in everyday use b. adjectives and adverbs c. past, present and future tenses/timeframes d. link words in everyday use e. compound sentences f. routine numerical data g. negative statements. 1.2 Answer in English a minimum of 8 questions set in English to demonstrate understanding of the above dialogue or monologue.

Links to National Occupational Standards
UK Occupational Language Standards 2010:
Understand: Routine, Performance Criteria 1-9
Common European Framework: B1 Listening

Dialogue in a Roman Language

Unit Reference	**J/616/0698**
Level	**Level 2**
Credit Value	**2**
Guided Learning	**20 hours**
Unit Summary	Learners will be able to participate in conversation which may include complex elements using past, present and future tenses/timeframes. A dictionary can be used by learners to prepare for the assessment but any notes made in the target language must be handed in to the tutor prior to the assessment. Please note the dialogue **must** be recorded (audio or video) and should be tutor led.
Learning Outcomes **(1 to 1)** *The learner will*	**Assessment Criteria** **(1.1 to 1.1)** *The learner can*

1. Be able to maintain a dialogue in the target language and clarify meaning.	1.1 Maintain a dialogue in the target language with a minimum of 16 exchanges (at least 8 produced by the learner) which must include the following:
	    a. vocabulary in everyday use
	    b. adjectives and adverbs
	    c. past, present and future tenses/timeframes
	    d. compound sentences
	    e. appropriate intonation and pronunciation
	    f. a question from the learner
	    g. a response to at least 1 unknown open question
	    h. negative statements
	    i. routine numerical data.

Links to National Occupational Standards
UK Occupational Language Standards 2010:
Speak: Routine, Performance Criteria 1-13
Understand: Routine, Performance Criteria 1-9
Common European Framework: B1 Listening, B1 Spoken Interaction, B1 Spoken Production

Reading in a Roman Language

Unit Reference	L/616/0699
Level	Level 2
Credit Value	2
Guided Learning	15 hours
Unit Summary	Learners will read and understand written text in the target language on everyday matters, some of it complex in structure, in past, present and future tenses/timeframes. A dictionary can be used by learners for this unit.

Learning Outcomes (1 to 1) *The learner will*	Assessment Criteria (1.1 to 1.2) *The learner can*

1. Be able to read and understand written text in the target language.	1.1 Read 2 written texts in the target language which must include the following across the 2 texts:
	    a. relevant everyday vocabulary
	    b. simple and complex sentences
	    c. present, past and future tenses/timeframes
	    d. commonly used conditional forms as appropriate
	    e. expressions of intention or possibility or wish
	    f. expressions of frequency
	    g. appropriate prepositions, adjectives and adverbs
	    h. negative structures
	    i. routine numerical data.
	
	1.2 Respond in English to questions set in English to demonstrate understanding of the texts above using a dictionary/glossary if required.

Links to National Occupational Standards
UK Occupational Language Standards 2010:
Read: Routine, Performance Criteria 1-8
Common European Framework: B1 Reading

Writing in a Roman Language

Unit Reference	T/616/0700
Level	Level 2
Credit Value	2
Guided Learning	15 hours
Unit Summary	Learners will be able to write routine text in the target language which could include writing everyday letters of a formal or informal nature and creative writing. Written work produced by learners does not have to be handwritten. A dictionary can be used by learners for this unit.

Learning Outcomes (1 to 1) *The learner will*	Assessment Criteria (1.1 to 1.1) *The learner can*

1. Be able to write continuous text in the target language.	1.1 Write continuous text of a minimum of 150 words in the target language, which must include the following:
	    a. relevant everyday vocabulary
	    b. complex sentences
	    c. present, past and future tenses/timeframes
	    d. commonly used conditional forms
	    e. expressions of intention or possibility or wish
	    f. expressions of frequency
	    g. prepositions, adjectives and adverbs
	    h. question forms
	    i. negative forms
	    j. routine numerical data
	    k. using a dictionary/glossary if required.

Links to National Occupational Standards
UK Occupational Language Standards 2010:
Write: Routine, Performance Criteria 1-7
Common European Framework: B1 Writing

Reading and Written Response in a Roman Language

Unit Reference	A/616/0701
Level	Level 2
Credit Value	2
Guided Learning	15 hours
Unit Summary	Learners will be able to read simply written text on familiar subjects in the target language, and produce a written response in the target language. Written work produced by learners does not need to be handwritten. A dictionary can be used by learners for this unit.

Learning Outcomes (1 to 1) *The learner will*	Assessment Criteria (1.1 to 1.2) *The learner can*

1. Be able to read and respond in the target language to written text.	1.1 Read a text in the target language which must include:
	    a. relevant everyday vocabulary
	    b. complex sentences
	    c. present, past and future tenses/timeframes
	    d. expressions of intention or possibility or wish
	    e. expressions of frequency
	    f. prepositions, adjectives and adverbs
	using a dictionary if required.
	
	1.2 Write a response of at least 80 words in the target language to a stimulus written in the target language which must include the following:
	    a. relevant everyday vocabulary
	    b. ways of expressing at least 3 tenses/timeframes
	    c. appropriate selection and use of formal and informal language
	    d. prepositions, adjectives, adverbs
	    e. complex sentences
	using a dictionary if required.

Links to National Occupational Standards
UK Occupational Language Standards 2010:
Read: Routine, Performance Criteria 1-8
Write: Routine, Performance Criteria 1-7
Common European Framework: B1 Reading, B1 Writing

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
  It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge. Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.

- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the Skills and Education Group Awards website.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains barred units, equivalencies or exemptions. These are identified in the Qualification Structure and Rules of Combination on page 4.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:
- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:
- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.