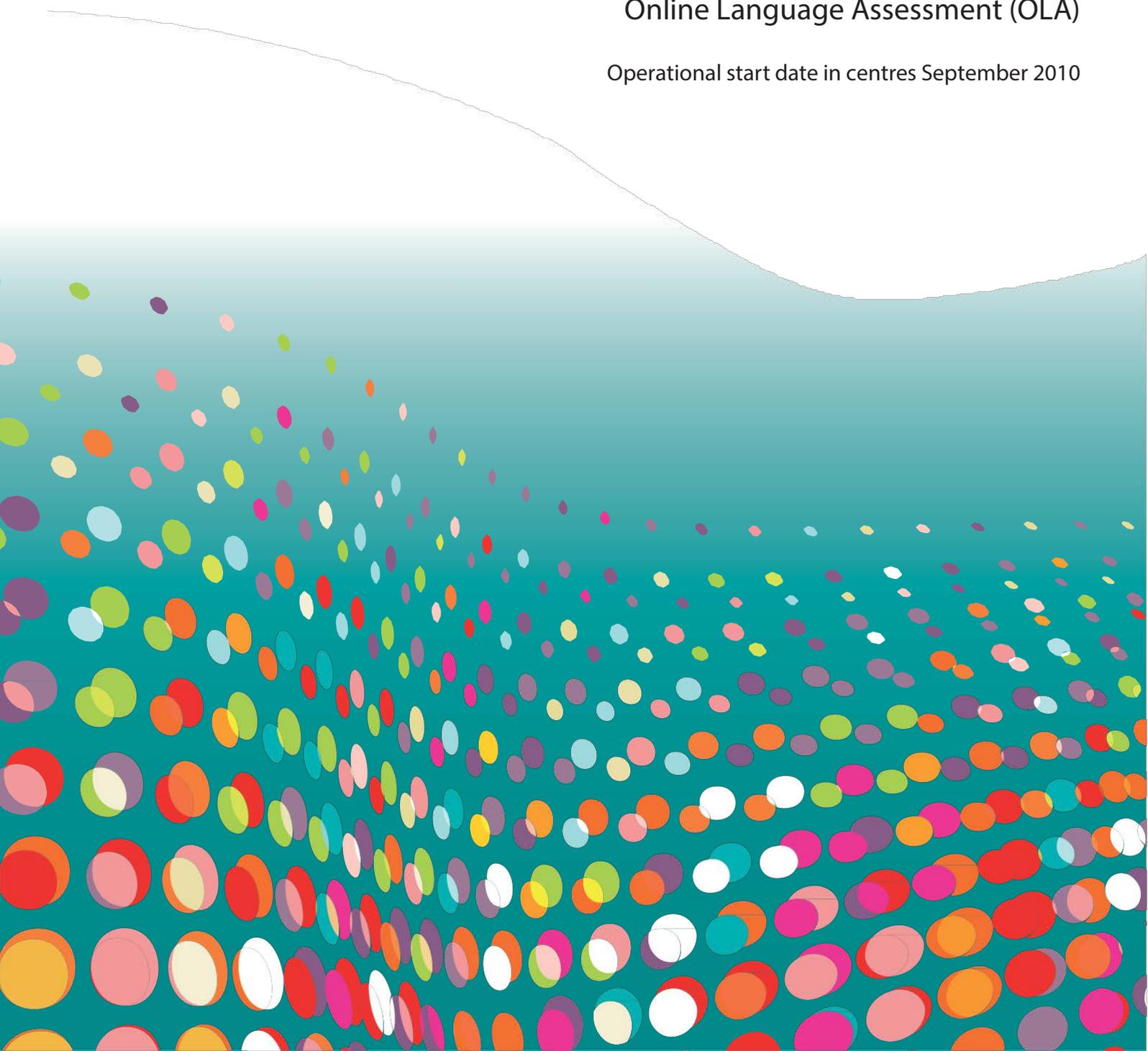# OLA Online Language Assessment

CCEA Specification
Online Language Assessment (OLA)

Operational start date in centres September 2010

Specification for:
OLA: Online Language Assessment

Accreditation start date –September 2010

Foreword

This booklet contains the specification for CCEA's OLA (Online Language Assessment) scheme. The scheme is based broadly on the earlier GOML scheme; the content and assessment structure have been updated and refreshed to:

- Align with the key objectives of the NI curriculum and provide
- Provide recognition of achievement in languages at Key Stage 3/4 or as enrichment
- Provide a flexible assessment scheme for candidates at Key Stage 3/4

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

This specification is provided online, so the version available on our website is the most up-to-date edition. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

Contents

1   Introduction

1.1   The new Online Language Assessment Scheme (OLA)

The new Online Language Assessment replaces the GOML scheme and will be offered from September 2010. The old scheme has been revised to align it more appropriately to the requirements of the NI Revised Curriculum at Key Stage 3 and 4. Changes in the scheme include updated vocabulary and structures, alignment to the key objectives of the NI Curriculum, self assessment grids and a more varied approach to assessment.

1.2   Aims and rationale

The study of modern languages within the framework of the CCEA generic specification for OLA can contribute to the development of pupils by improving their communication skills and engendering a greater awareness of self and others. It can promote language awareness, thereby enhancing literacy and supporting independent learning and further language acquisition.

By offering a series of clearly-defined, short-term and realistic goals, it can enhance the pupil's self-esteem and self-confidence, by enabling pupils of all abilities and motivation to experience success in a publicly recognised and accredited examination.

It can create in pupils, tolerance and a sense of empathy, respect and mutual understanding for people with views, beliefs and cultures different to their own, and, in so doing, contribute to a more cohesive society. It can provide a context for the exploration of moral, social and environmental issues and so develop critical awareness and positive attitudes.

By developing linguistic competence and self-reliance, it can encourage in pupils an openness to change and provide access to occupational mobility, thereby enhancing their potential and their contribution to a competitive, global economy.

The revised OLA series of tests accords with the revised Northern Ireland Curriculum programme of studies for modern languages at Key Stage 3.

1.3   Progression and prior learning

This specification is designed to promote continuity, coherence and progression within the study of the target language. It builds on the knowledge, skills and understanding acquired at the initial stage of language learning and takes the pupil in a series of short, manageable and clearly defined steps, from Entry Level 2 or 3, to Level 1 and Level 2, the threshold of GCSE.

A course based on this specification and the language-specific support materials could encourage and facilitate the study of the target language [TL] at a more advanced level, including the higher levels of GCSE.

This specification has been designed to be as free as possible from ethnic, gender, religious, political or other forms of bias.

1.4   Key features

The key features of the specification appear below:

- Centre based assessment
- 4 units (Listening, speaking, reading and writing) per level
- 4 levels: Entry 2, Entry 3, Level 1 and Level 2
- Flexibility of assessment method
- Alignment to revised curriculum objectives
- Updated and refreshed language content and structures
- Pre-vocational element in lower levels

1.5   Links to National Standards

This qualification is built from the core content of the National Occupational Standards for Languages which were revised and published in 2010, by CILT, the National Centre for Languages. The language content is divided into 4 levels, which broadly map to the language standards in terms of linguistic skills and knowledge.

Learners and providers can, therefore, be confident that the specification is up to date and reflects sector priorities.

2   Specification at a Glance

2.1   The Units

There are four levels in the new scheme: Entry 2, Entry 3, Level 1 and Level 2. Each level contains four units. The units are mandatory to obtain the full level.

The scheme is currently offered in French, Spanish, German and Irish.

The table below summarises the structure of this qualification.

Entry Level 2	Assessment Method	External Moderation	Marks available	Availability
Unit 1: Understand very basic spoken language	Test	Yes	30	Summer (May/June)
Unit 2: Speak to provide very basic information	Centre assessed Task	Yes	25	Summer (May/June)
Unit 3: Read very basic texts	Test	Yes	30	Summer (May/June)
Unit 4: Write very basic texts	Test	Yes	15	Summer (May/June)

Entry Level 3	Assessment Method	External Moderation	Marks available	Availability
Unit 1: Understand basic spoken language	Test	Yes	25	Summer (May/June)
Unit 2: Speak to provide very basic information	Centre assessed Task	Yes	25	Summer (May/June)
Unit 3: Read basic texts	Test	Yes	25	Summer (May/June)
Unit 4: Write basic texts	Test	Yes	25	Summer (May/June)

Level 1	Assessment Method	External Moderation	Marks available	Availability
Unit 1: Understand simple spoken language	Test	Yes	25	Summer (May/June)
Unit 2: Speak to give simple information	Centre assessed Task	Yes	25	Summer (May/June)
Unit 3: Read simple texts	Test	Yes	25	Summer (May/June)
Unit 4: Write simple texts	Test	Yes	25	Summer (May/June)

Level 2	Assessment Method	External Moderation	Marks available	Availability
Unit 1: Understand everyday spoken language	Test	Yes	25	Summer (May/June)
Unit 2: Speak using everyday language	Centre assessed Task	Yes	25	Summer (May/June)
Unit 3: Read everyday texts	Test	Yes	25	Summer (May/June)
Unit 4: Write everyday texts	Test	Yes	25	Summer (May/June)

2.2   Self Assessment Grids

For each level Self Assessment Grids (SAGS) have been developed to assist learners and teachers in setting targets and tracking progress throughout the year. The SAGs are available for download at each level and are generic. Centres may wish to use them in their current format but can tailor them to suit their particular teaching requirements. The SAGs are not formally assessed by CCEA but are provided as an instrument for ongoing self assessment.

3 Qualification Content

3.1 Pathways

There are five individual language pathways in our new qualification:

- OLA - French
- OLA - Spanish
- OLA - German
- OLA - Irish

3.2 Unit structure of the qualification

There are four units at each of the levels – Entry Level 2, Entry Level 3, Level 1 and Level 2.

The 4 units provide an indication of the skills, knowledge and understanding acquired by pupils at a particular level.   Pupils are required to:

- listen, understand and respond in written English to a familiar range of items spoken [and recorded] in the target language [TL];

- express themselves orally in the TL in response to a familiar range of questions or situations, using a suitable range of memorised vocabulary and structures;

- read, understand and respond in written English to a familiar range of items written in the TL, including some ICT-based sources;

- express themselves in writing in the TL in response to a familiar range of graphic or textual items, selecting and copying words and phrases provided or using a suitable range of memorised vocabulary and structures;

- understand and apply the grammar of the TL, as indicated in this generic specification and in the associated language-specific material;

- understand and respond to familiar references to the culture and background of the countries and communities of the TL.

3.3   Specification Structure and Context for Language Learning

The subject content of this specification is designed to appeal particularly to the interests, aspirations and experience of pupils at Key Stage 3-4, cohorts in sixth form or for enrichment programmes throughout the school.

The subject content is organised as follows:

i.)   three broad objectives and their associated topic-areas and tasks [generic];

ii.)   lists of vocabulary items and tasks for each of the 4 levels [language-specific];

iii.)   a list of grammar and linguistic structures for the 4 levels [language-specific];

iv.)   a list of key words and phrases in the TL for possible inclusion in examination rubrics at higher levels [language-specific]. Whenever rubrics in the TL are used, a paraphrase in English is also normally provided.

3.4   Links to NI Curriculum

Context for Learning and relationship to key objectives of NI Curriculum

Developing the Knowledge, Understanding and Skills of students

In undertaking OLA at all 4 levels, students have opportunities to develop progressively the following knowledge, understanding, skills and attitudes.

Students learn to communicate effectively in the target language [TL] by:

- developing an awareness of language and how it works and improving their accuracy;
- comparing linguistic features in their own language and the TL;
- comparing cultural identity;
- listening and responding in speech and writing in the TL to a range of stimuli and for a variety of purposes;
- talking about themselves and others and expressing feelings and opinions in the TL;
- reading and viewing a range of stimuli in the TL and extracting information and ideas;
- writing in the TL to impart information and ideas, and to make and maintain contact;
- using a range of techniques and media to impart information;
- applying learnt language to other contexts and real-life situations;
- engaging with others in the TL, where possible native-speakers at home and in the countries and communities of the TL.

Objective 1 - Developing students as Individuals

Key Element - Personal Understanding
Students communicate an understanding of themselves by, for example:
- making introductions, conveying information, giving descriptions, discussing work, study and leisure-time activities, stating and justifying likes, dislikes, preferences and
- opinions, reporting recent events, and expressing future intentions, hopes and aspirations.

Key Element – Mutual Understanding
Students communicate an understanding of others by, for example:
- seeking and responding to information, enquiring about routines and work, study and leisure-time activities, discussing attitudes, feelings, hopes and aspirations, making and accepting or declining suggestions and invitations, and discussing arrangements.

Key Element – Personal Health
Students discuss issues relating to their lifestyle by, for example:
- enquiring about and describing state of health, making and adopting suggestions, giving and following instructions and advice [regarding healthy eating, diet, medicines and treatment], and exploring positives and negatives.

Key Element – Moral Character
Students learn to contribute actively to a positive learning environment by, for example:
- using simple conventions to express gratitude, pleasure, regret and apologies, describing positive characteristics [of members of their family, friends, well-known people], engaging actively in oral exchanges, games and role-plays, and by encouraging and supporting their peers.

Key Element – Spiritual Awareness
Students develop an awareness and acceptance of cultural similarities and differences by, for example:
- emphasising the cultural similarities, while discussing the differences, sharing common interests through e-mail contacts, video-conferencing, visits and exchanges, empathising with new-found friends through an awareness of difficulties and hardships endured by their people in the past.

Objective 2 – Developing students as Contributors to Society

Key Element – Citizenship
Students explore social issues related to their everyday lives by, for example:
- expressing and justifying opinions [facilities in their local area], exploring positives and negatives [school, college, workplace, retirement], comparing and contrasting [town and country life], expressing satisfaction and dissatisfaction, making suggestions, and outlining future intentions and aspirations.

Key Element – Cultural Understanding
Students develop a better understanding of their own culture while learning about the culture of the countries or communities of the TL by, for example:
- learning the polite conventions used in everyday social encounters in the TL [forms of address, greetings, expressing gratitude, pleasure, regret, incomprehension], enquiring about attitudes, beliefs, feelings, hopes and aspirations, exploring traditions and customs, finding similarities, as well as differences, developing contacts through e-mail, video-conferencing, visits and exchanges, and sharing common interests and experiences.

Key Element – Media Awareness
Students develop an awareness of media resources in the countries or communities of the TL by, for example:
- using ICT to establish contacts in these countries or communities, using the Internet to search for information, to view extracts from films and TV programmes in the TL, and to read items of interest in TL newspapers, magazines and comics, discussing likes and dislikes regarding TV programmes and films, and making arrangements to go to the cinema with friends.

Key Element – Ethical Awareness
Students explore the media to comment on and discuss news items relating to ethical issues, and assemble such items in a folder, computer file or collage.

Objective 3 - Developing students as Contributors to the Economy and the Environment

Key Element – Employability
Students develop an understanding of how OLA can increase mobility and enhance career prospects by, for example:
- expressing an interest in a particular career, seeking information about openings and requirements, and justifying their interest, discussing future intentions and aspirations, enquiring about possibilities for employment, work experience, placements in the TL countries or communities, and finding out about working conditions and prospects for advancement, a good salary, holidays and travel in particular careers.

Key Element – Economic Awareness
Students develop an awareness of matters relating to currency and the cost of living in the countries and communities of the TL by, for example:
- making transactions, ordering a meal, going to the cinema through role-play situations, comparing pay in similar part-time and full-time employment, comparing the cost of everyday commodities, such as food, wine, clothes, fuel, and planning a holiday in a TL country or community.

Key Element – Education for Sustainable Development
Students consider local and environmental issues by, for example:
- commenting on their own neighbourhood in terms of facilities, open-air amenities, noise, litter and pollution, studying posters, advertisements and websites raising awareness of environmental issues at home and abroad.

Learning Outcomes

Students have opportunities to:

- research and manage information effectively;
- develop understanding by thinking critically and flexibly, solving problems and making informed decisions;
- demonstrate creativity and initiative;
- work effectively with others;
- show self-management by working systematically, persisting with tasks, evaluating and improving performance;
- communicate effectively in oral, visual, written and ICT formats, improving accuracy and showing awareness of audience and purpose.

3.5   Overview of themes in OLA by level

OLA is subdivided into the following 3 objectives of the revised Northern Ireland Curriculum and their associated topic-areas.

Objective 1 – Developing pupils as Individuals	OLA Level when context is met			
Level when met	**E2**	**E3**	**1**	**2**
a. **Self, family and friends**	✓	✓		✓
b. **Home life and daily routine**	✓	✓		✓
c. **Hobbies and interests [likes and dislikes]**	✓	✓		✓
d. **School**	✓	✓		✓
e. **Health**			✓new	✓
Objective 2 – Developing pupils as Contributors to Society				
a. **Eating out [café]**	✓			
b. **Getting around [directions, travel, transport]**		✓new	✓	✓
c. **Public services**		✓new	✓	✓
d. **Shopping**		✓new	✓	✓
e. **On holiday [information]**			✓new	✓
f. **Accommodation**			✓new	✓
Objective 3 – Developing pupils as Contributors to Economy and Environment				
a. **Weather**		✓new	✓new	✓
b. **The environment [town and countryside]**				✓
c. **Dining out [restaurant]**			✓new	✓
d. **Going out [cinema. theatre, disco]**			✓new	✓
e. **Work and continuing education (future plans, wishes, career)**		✓new	✓	

The specified language content and structures for each level within all 4 languages are provided separately (**Defined Language Content**) as downloads from the OLA micro-site. There is a strong similarity in content and structures between the 4 languages, but some differences may be necessary for linguistic or cultural reasons.

As language learning is progressive and cumulative, the content of each successive level will include reference to **some** prior learning at earlier levels.

Defined Language Content

This refers to the essential / desirable recommended language which should be covered at each level in order to meet the requirements of OLA.
Minimum defined content has been provided in each of the 4 languages. This is designed not to be prescriptive but to provide clear information on the level of language, vocabulary and grammatical structures which might be tested through the different units

The order in which the subject-content is presented is not intended to imply a proposed order of teaching. Teachers will feel free to organise the teaching of the content as they think appropriate, but they should develop in the pupils an awareness of the inter-relationship of the different objectives and topic-areas and the transferability of the language involved. Further information about the subject-content is given in the Specification Structure in Appendix 2.

Language

This generic specification and its associated guidance and assessment materials are provided in English and the appropriate target language [TL].

Full details of the specification, the assessment methodology and the defined language content are available for download from: www.ccea.org.uk

4 The Units

4.1 The Unit titles are broadly based on the CILT Occupational Language standards which were revised in 2010.

The following table provides an overview of the units at each level. Each unit corresponds to a specific skill, e.g. speaking.

Unit Titles

Entry Level 2
Understand very basic spoken language
Read very basic texts
Write very basic texts
Speak to provide very basic information
Entry 3
Understand basic spoken language
Read basic texts
Write basic texts
Speak to provide basic information
Level 1
Understand simple spoken language
Read simple texts
Write simple texts
Speak to give simple information
Level 2
Understand everyday spoken language
Read everyday text
Write everyday text
Speak using everyday language

4.2   Guidance on the 4 units

The 4 units are described below, together with examples of the type of task set. Dictionaries may <u>not</u> be used under examination conditions at any of the 4 assessed levels.

Unit 1 – Understanding (Listening)

This unit is assessed using a paper based. It comprises a variety of stimulus material in the target language [TL], clearly recorded by native speakers at a moderate pace without background noise.   It lasts a total of 20 minutes. Each recorded item can be heard as frequently as necessary.

Stimulus material may take the form of familiar statements, questions, instructions, announcements, dialogues, conversations or phone messages.   Tasks include selecting [data, captions], matching, gap-filling, sequencing and short answers in English [single words, phrases, sentences]. Pupils may be required to distinguish key points, to extract detail and to show understanding of personal responses.

At the higher levels, some items will contain occasional unfamiliar words or phrases and refer to the past or the future.

Unit 2 - Speaking

Unit 2 is conducted in the TL and assessed by the pupil's teacher, and is recorded for moderation purposes.   The recordings of a sample of candidates from each class entered, chosen by the teacher to represent a spread of ability, should be submitted to CCEA and moderated externally.   Tasks comprise a combination of presentations, questions or role-play situations, chosen from different contexts and enacted with the teacher, Continuous assessment by the teacher and self-assessment by the pupil are encouraged, and sample tasks and questions, together with self-assessment grids, are supplied by CCEA.

Pupils are required to request or provide factual information on familiar topics by uttering single words, phrases or sentences in the TL, in response to a question spoken in the TL, a personal desire for information or a need for support or permission.   They are required to provide personal responses, including likes, dislikes and feelings, and, at the higher levels are beginning to express opinions and increase the length and range of their utterances in the TL.

Unit 3 - Reading

This unit is assessed using a paper based test. It comprises a variety of stimulus material in the TL, and lasts 20 minutes. Pupils are required to understand and respond in written English to key words, short, familiar phrases, graphs, lists, advertisements [including advertisements for jobs], short articles, menus, e-mails, text messages, diary entries, postcards, lengthy formal or informal correspondence, or suitable forms of imaginative writing, written in the TL within a variety of familiar contexts.   Pupils are required to understand personal responses, including likes, dislikes, feelings and opinions.

At the higher levels, some items may contain occasional unfamiliar words or phrases and refer to the past or the future. In these cases, pupils will be required to identify the main messages only, and will not normally have to show understanding of unfamiliar language, although they are beginning to use context to deduce meaning.

Unit 4 - Writing

This unit is assessed using a paper based test. It lasts 20 minutes, and pupils are required to write familiar words or phrases in the TL, in order to label items, to provide captions, to complete phrases or short sentences, or to respond to messages, post cards, e-mails or letters, written in the TL. At the higher levels, pupils are required to compose a sequence of sentences of appropriate length, in response to formal or informal correspondence and job advertisements, providing information, including personal likes, dislikes, feelings and opinions.

At the early stages, pupils are required to select and copy accurately material already provided, and, as they progress up the levels, to write increasingly from memory. When pupils are copying material provided, they are expected to do so accurately, but when they are writing in the TL from memory, credit will be given for communication, as well as accuracy. At the higher levels, pupils are beginning to use memorised material in context to increase the length and range of their writing in the TL.

The subject content is organised as follows:
    i)   three objectives and their associated context areas and tasks [generic]
    ii) lists of vocabulary items(defined content) and tasks for each of the 4
            levels[language specific]
    iii) a list of grammar and linguistic structures for the 4 levels (language-specific)

Language

This generic specification and its associated guidance and assessment materials are provided in English and the appropriate target language [TL].

Minimum defined content has been provided in each of the 4 languages. This is designed not to be prescriptive but to provide clear information on the level of language, vocabulary and grammatical structures which might be tested through the different units. Full details of the specification, the assessment methodology and the defined language content are available for download from:www.ccea.org.uk.

5 Assessment Opportunities

5.1 This specification is available for assessment in May-June.

This specification is available for assessment in May-June.

i)   Assessment methods

ii)   The scheme is assessed in a variety of ways, offering a combination of paper based tests and centre assessed tasks.

iii)   Firstly Speaking is conducted by the teacher and samples are recorded for external moderation by CCEA.

5.2 Awarding and Certification

OLA awards will be conducted in accordance with the relevant Code of Practice developed by the regulatory authorities and agreed with the awarding bodies.

This specification enables pupils from a wide range of ability and experience to demonstrate achievement.   In each of the 4 target languages [TLs], there are up to 4 levels of entry.   Pupils should be entered for a particular level in accordance with their perceived ability and at a time judged appropriate by their teacher.

5.3 Full Awards

In order to obtain a full award, candidates must normally complete all 4 units, and the award will be based on the aggregation of the outcomes from each of the units weighted appropriately.

Internal standardisation speaking –
Centres must ensure that they have arrangements in place for standardisation and quality assurance of their assessment outcomes for all centre-assessed components. Centres with more than one tutor must carry out internal standardisation of the assessments before submitting them to CCEA. This is to ensure that, as far as possible, each tutor has applied the assessment criteria consistently. The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to CCEA.

As a result of internal standardisation, it may be necessary to adjust an individual tutor's assessment decisions. This is to bring assessment into line with other tutors in the centre. Where adjustment is necessary, the achievement of assessment criteria should be amended.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples.

5.4 External moderation

CCEA will randomly select candidates for external moderation and centres will be informed before the assessment is carried out. For the speaking unit, centres are required to record the selected sample for submission to CCEA. Full instructions on sampling are provided in the OLA section of the Administration handbook, available from the CCEA website.

Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which centres must submit assessments and samples.

Tutors and centre staff may contact us at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

5.5 Candidates with particular requirements

Details of arrangements for candidates with particular assessment requirements are provided in the Joint Council for General Qualifications GCSE and GCE Regulations and Guidance for Candidates with Special Assessment Needs, copies of which may be obtained from CCEA. They will apply also to OLA as appropriate to the circumstances of individual cases.

5.6 Progression Routes from OLA

This specification can be used to build competence in a given language and will provide the core building blocks for candidates who wish to progress to higher levels.

5.7 Overlap and equivalence to other qualifications

OLA is broadly pitched at four levels: Entry Level 2, entry Level 3, Level 1 and Level 2. It allows progression towards higher levels, whilst serving to stimulate interest in language and to recognise early language learning.

5.8 Restrictions on candidate entry

There are no restrictions placed on candidate entry, and the 4 levels of this specification are open to pupils at school and college. Teachers should enter candidates for the most appropriate level for each individual.

6 Links, resources and support

6.1 Support

CCEA provides the following resources to support this specification:

* website at www.ccea.org.uk;
* OLA micro-site

The site features:

Self assessment grids (SAGs)
Mapping to revised curriculum
Specification
Defined content for each level and each language
Examples of good practice
Demo online tests by language and level
Guidance on how to conduct online tests for OLA
Facility to register for login to administer OLA

Additional support to centres:
* Principal Moderator's report;
* centre support visits; and
* support days for Teachers.

You can find details of the events and materials for the OLA scheme on our website at www.ccea.org.uk

6.2 Entries and registration

Entry codes for this subject and details on how to register are available in the 'Qualifications Administration' handbook, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

6.3 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

Vocational qualifications often require the assessment of a broad range of competences. This is because they are designed to prepare learners for the vocational area being studied.

The content of this qualification was reviewed to identify whether any of the competences required by the subject presented a potential barrier to any learners with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to accessing assessments. For this reason, very few learners will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations.**

6.4 Health and safety

As with all work-related programmes, centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training. Centres offering OLA may be restricted in the choice of units they offer due to insurance and resources. Learners' use of electrical/power equipment or machinery must be supervised at all times.

7 Contact details

The following list provides contact details for relevant staff members and departments:

- Subject Support Officer: Joan Jennings
  (Telephone: (028) 9026 1200, extension 2552 email: jjennings@ccea.org.uk

- Entries, Results and Certification
  (Telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Distribution (support materials)
  (Telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)

- Support Events Administration
  (Telephone: (028) 9026 1401, email: events@ccea.org.uk)

- Information Section (including Freedom of Information requests)
  (Telephone: (028) 9026 1200, email: info@ccea.org.uk).

Appendix 1

Glossary of terms

Term	Definition
Access arrangements	Steps put in place prior to an assessment to allow candidates with an impairment or disability to demonstrate their achievement
Assessment criteria	The requirements that learners must meet to show that they have achieved the learning outcomes for a unit. Assessment criteria do not describe the method of assessment.
Centres	Organisations accountable to an awarding body (such as CCEA) for the organisation of assessment arrangements leading to a unit or qualification
Certificate	Refers to the document that records achievement in a unit or qualification.
Defined Language Content	Defined Language Content is the core vocabulary required to achieve a particular level of OLA. It includes vocabulary, grammatical structures and phrases which allow the language to be taught in a flexible way. Defined Language Content has been developed for each level and for each language.
External assessment	A form of assessment set and marked by the awarding body
External moderator	External moderators are appointed, trained and monitored by the awarding body. They are responsible for monitoring and sampling candidate evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards.
Internal assessment	The process by which tutors in a centre assess candidates' achievement of the learning outcomes of the unit(s) that make up a qualification
Internal standardisation	The process by which centres ensure that standards are met by all tutors/teachers. In OLA, the speaking unit requires standardisation as it is assessed by the centre. The other units, listening, reading and writing do not.
Learning outcomes	Statements of what a learner can be expected to know, understand or do as a result of following a course of learning for a unit
National Database of Accredited Qualifications (NDAQ)	An online database of units and qualifications that have been accredited by the regulatory authorities

National (Occupational) Standards	**These set out what a person needs to know, understand and do in relation to identified skills and competences required for the relevant industrial sector. They form the basis of national Vocational Qualifications (NVQs) and vocationally-related qualifications**
Pathway	Pathway is the name given to the different languages in OLA. There are 5 pathways, namely Irish, French, German and Spanish.
Qualifications Administration Handbook	An online document produced by CCEA that contains all the information a centre requires regarding the procedures and policies necessary for the smooth administration of CCEA's qualification.
Reasonable adjustments	Arrangements made for learners with specific learning needs in order to reduce barriers to access assessments
Sector Skills Body/Council	An employer-led organisation tasked with developing national (Occupational) Standards, qualification strategies and action plans for its sector.
Self Assessment Grids (SAGs)	Self assessment Grids have been developed in English for each level of OLA. The SAGs provide an instrument to both learner and teacher/tutor which enables them to set targets, plan, track and report on individual learning.
Unit	A set of learning outcomes and assessment criteria with a title and level. In OLA, we have provided titles for all units.

Appendix 2

Specification Structure

The subject content of this specification is designed to appeal particularly to the interests, aspirations and experience of pupils at Key Stage 3-4 and the sixth form. It is subdivided into the following 3 objectives of the revised Northern Ireland Curriculum [NIC] and their associated topic-areas.

Objective 1 – Developing pupils as Individuals

a.   Self, family and friends
b.   Home life and daily routine
c.   Hobbies and interests [likes and dislikes]
d.   School
e.   Health

Objective 2 – Developing pupils as Contributors to Society

a.   Eating out [café]
b.   Getting around [directions, travel, transport]
c.   Public services
d.   Shopping
e.   On holiday [information]
f.   Accommodation

Objective 3 – Developing pupils as Contributors to the Economy and the Environment

a.   Weather
b.   The environment [town and countryside]
c.   Dining out [restaurant]
d.   Going out [cinema, theatre, disco]
e.   Work and continuing education

The specified language content and structures for each level within all 4 languages are set out in accompanying booklets within the prescribed topic-areas. There is a strong similarity in content and structures between the 4 languages, but some differences may be necessary for linguistic or cultural reasons.

As language learning is progressive and cumulative, the content of each successive level will include reference to some prior learning at earlier levels.

Entry 2 - Former GOML 1

The context for Entry 2 is the pupil's initial contacts with people from the countries or communities of the target language [TL] either at home or abroad.

Within Unit 1, Entry 2 assesses the pupil's ability to understand and respond in written English to key words and short, familiar phrases, clearly recorded in the TL at a moderate pace without background noise.

Within Unit 2, Entry 2 assesses the pupil's ability to request or provide factual information on familiar topics by uttering single words, phrases or short sentences in the TL, in response to a question spoken in the TL or to a personal desire for information.

Within Unit 3, Entry 2 assesses the pupil's ability to understand and respond in written English to key words, short, familiar phrases, graphs, lists or e-mails, written in the TL within a variety of familiar contexts.

Within Unit 4, Entry 2 assesses the pupil's ability to select and copy accurately familiar words or phrases in the TL, in order to label items, or to complete phrases or short sentences, written in the TL.

Entry 2 assesses the pupil's ability to display competence in the above 4 units within the following objectives and their associated topic-areas.

Objective 1 – Developing pupils as Individuals

a.   Self, family and friends [introducing oneself]
b.   Home life and daily routine [description of house/flat, routine]
c.   Hobbies and interests [likes and dislikes]
d.   School [subjects]

Objective 2 – Developing pupils as Contributors to Society

a.   Eating out [café]

Entry 3 – Former GOML 2

The context for Entry 3 is the pupil's developing contacts with people from the countries or communities of the TL either at home or abroad, including perhaps participation in an organised trip.

Within Unit 1, Entry 3 assesses the pupil's ability to understand and respond in written English to familiar statements, questions, instructions, announcements or short dialogues, clearly recorded in the TL at a moderate pace without background noise.

Within Unit 2, Entry 3 assesses the pupil's ability to request or provide factual information on familiar topics by uttering single words, phrases or short sentences in the TL, in response to a question spoken in the TL, a personal desire for information or a need for support or permission.

Within Unit 3, Entry 3 assesses the pupil's ability to understand and respond in written English to key words, short, familiar phrases, graphs, lists, advertisements, menus, e-mails, text messages, postcards or short letters, written in the TL within a variety of familiar contexts.

Within Unit 4, Entry 3 assesses the pupil's ability to select and copy accurately [and to write from memory] familiar words or phrases in the TL, in order to label items, or to complete phrases or short sentences, or to respond briefly to messages, written in the TL.   When pupils are writing in the TL from memory, credit will be given for communication, as well as accuracy.

Entry 3 assesses the pupil's ability to display competence in the above 4 units within the following objectives and their associated topic-areas.

Objective 1 – Developing pupils as Individuals

a.   Self, family and friends [family members, descriptions]
b.   Home life and daily routine
c.   Hobbies and interests [games, instruments, preferences]
d.   School [timetable, transport]

Objective 2 – Developing pupils as Contributors to Society

a.   Getting around [directions, travel, transport]
b.   Public services [post, telephone, bank]
c.   Shopping [food, souvenirs]

Objective 3 – Developing pupils as Contributors to the Economy and the Environment

a.   Weather [seasons]
b.   Work and continuing education [jobs of others]

New topic-areas are underlined.

Level 1 – Former GOML 3

 The context for Level 1is the pupil's further contacts with people from the countries or communities of the TL either at home or abroad, including perhaps participation in an exchange visit.

Within Unit 1, Level 1 assesses the pupil's ability to understand and respond in written English to relatively short sequences, containing familiar statements, questions, instructions, announcements, dialogues or phone messages, clearly recorded in the TL at a moderate pace without background noise.   Pupils are required to distinguish key points from distractors, and to identify likes, dislikes and feelings.

Within Unit 2, Level 1 assesses the pupil's ability to request or provide factual information on familiar topics by uttering single words, phrases or short sentences in the TL, in response to a question spoken in the TL, a personal desire for information or a need for support or permission.   Pupils are required to provide personal responses, including likes, dislikes and feelings.

Within Unit 3, Level 1 assesses the pupil's ability to understand and respond in written English to key words, short, familiar phrases, graphs, lists, advertisements, menus, e-mails, text messages, diary entries, postcards or formal or informal correspondence, written in the TL within a variety of familiar contexts.   Pupils are required to understand personal responses, including likes, dislikes and feelings.   Texts may include occasional unfamiliar words or phrases, but pupils will not be required to understand these.

Within Unit 4, Level 1 assesses the pupil's ability to select and copy accurately [and to write from memory] familiar words or phrases in the TL, in order to label items, or to complete phrases or short sentences, or to respond briefly to messages, post cards, e-mails or letters, written in the target language.   Pupils are required to compose a short

sequence of sentences, in response to formal or informal correspondence, providing information, including personal likes, dislikes and feelings. When learners are writing in the TL from memory, credit will be given for communication, as well as accuracy.

Level 1 assesses the pupil's ability to display competence in the above 4 units within the following objectives and their associated topic-areas.

Objective 1 – Developing pupils as Individuals

a.   Self, family and friends
b.   Home life and daily routine [jobs about the house]
c.   Hobbies and interests
d.   School
e.   **Health [symptoms]**

Objective 2 – Developing pupils as Contributors to Society

a.   Getting around [public transport]
b.   Public services [bank, changing money]
c.   Shopping [clothes]
d.   **On holiday [information]**
e.   **Accommodation**

Objective 3 – Developing pupils as Contributors to the Economy and the Environment

a.   **Going out [inviting a friend]**
b.   **Weather [forecasts]**
c.   **The environment [town and countryside]**
d.   **Dining out [restaurant]**
e.   Work and continuing education [part-time jobs]

New topic-areas are underlined and in bold.

Level 2 - Former GOML 4

The context for Level 2 is the pupil's continuing contacts with people from the countries or communities of the TL either at home or abroad, including perhaps experience of work abroad.

Within Unit 1, Level 2 assesses the pupil's ability to understand and respond in written English to slightly longer sequences, containing familiar statements, questions, instructions, announcements, dialogues, conversations or phone messages, clearly recorded in the TL at a moderate pace without background noise. Pupils are required to distinguish key points from distractors, to identify likes, dislikes, feelings and opinions, and to provide some detail.

Within Unit 2, Level 2 assesses the pupil's ability to request or provide factual information on familiar topics by uttering single words, phrases or sentences in the TL, in response to a question spoken in the TL, a personal desire for information or a need for support or permission. Pupils are required to provide personal responses, including likes, dislikes, feelings and opinions, and are beginning to increase the length and range of their utterances.

Within Unit 3, Level 2 assesses the pupil's ability to understand and respond in written English to key words, short, familiar phrases, graphs, lists, advertisements [including advertisements for jobs], short articles, menus, e-mails, text messages, diary entries, postcards, lengthy formal or informal correspondence, or suitable forms of imaginative writing, written in the TL within a variety of familiar contexts.   Pupils are required to understand personal responses, including likes, dislikes, feelings and opinions.   Texts may include occasional unfamiliar words or phrases, and pupils are beginning to use context to deduce meaning.

Within Unit 4, Level 2 assesses the pupil's ability to draw largely on memorised language to write familiar words or phrases in the TL, in order to label items, or to complete phrases or short sentences, or to respond to messages, post cards, e-mails or letters, written in the TL.   Pupils are required to compose a sequence of sentences of appropriate length, in response to formal or informal correspondence [including job advertisements], providing information, including personal likes, dislikes, feelings and opinions.   When pupils are writing in the TL from memory, credit will be given for communication, as well as accuracy.

Level 2 assesses the pupil's ability to display competence in the above 4 units within the following objectives and their associated topic-areas.

Objective 1 – Developing pupils as Individuals

a.   Self, family and friends
b.   Home life and daily routine [description of rooms]
c.   School [description of uniform]
d.   Health [remedies, treatment]

Objective 2 – Developing pupils as Contributors to Society

a.   Getting around
b.   Public services [filling station]
c.   Shopping
d.   On holiday [amenities, in the past]
e.   Accommodation

Objective 3 – Developing pupils as Contributors to the Economy and the Environment

a.   Going out [cinema]
b.   Weather
c.   The environment [town and countryside, pleasant/unpleasant]
d.   Dining out
e.   Work and continuing education [future plans/wishes, career]

The order in which the subject-content is presented is not intended to imply a proposed order of teaching.   Teachers will feel free to organise the teaching of the content as they think appropriate, but they should develop in the pupils an awareness of the inter-relationship of the different objectives and topic-areas and the transferability of the language involved.