

INTRODUCTION TO ACCESS LEVEL PROVISION IN SCOTLAND

For some students struggling to demonstrate achievement at Standard Grade Foundation Level, Access 3 or Access 2 can provide more manageable alternatives. The absence of an external examination means that methods of teaching, learning and assessment are much more flexible and can be customised to suit the needs and interests of the students. Some examples:

Students can be placed at an **appropriate level** to suit ability

Progression routes - up, down and sideways - are more **flexible**

Course content can be determined by class and teacher, so can be closely linked to students' interests.

Reduction in number of topics reduces memory overload

Reduction in amount of vocabulary to be learned and in length of time it has to be retained means levels of performance are likely to be higher, and students have more chance of experiencing success.

Change of pace: more opportunities for consolidation

Writing, which many students find very difficult, is used only as aid to learning (not assessed)

Internal assessment is related to course content.

Internal assessment tasks are devised by the teacher and do not necessarily involve writing, so different learning styles can be catered for.

Teaching, learning and assessment can be closely linked, making for more meaningful progression.

Stage 1: Student learns with whatever support is required.

Stage 2: Student works using that support.

Stage 3: Student works independently without support.

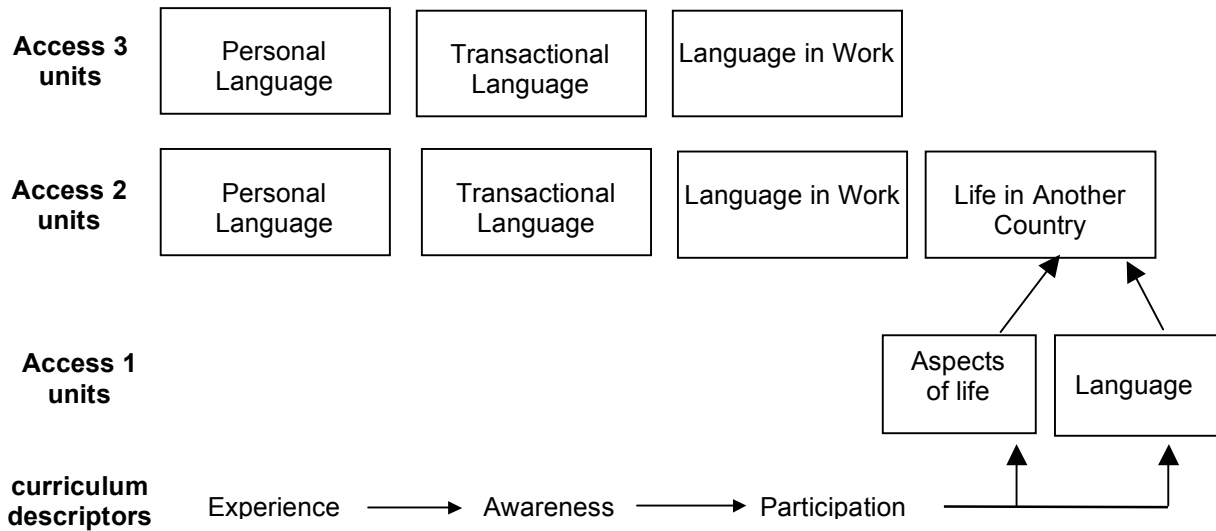
Stage 4: Student is assessed.

NB. Standards of performance expected are the same at Access 3 and SGF Level. but by removing barriers students are enabled to demonstrate levels of performance they would not otherwise be able to achieve.

Improvements in achievement often go hand-in-hand with improvements in behaviour and motivation.

PATTERN OF PROVISION AT ACCESS LEVEL

Each 'box' represents one unit.



NOTES

- Access 3, the three units make up a 'cluster' in Modern Languages at Access 3.
- At Access 2, any three of the four units makes up a 'cluster' in Modern Languages at Access 2.
- At Access 1 the two units make up one unit at Access 2.
- New 'independent' Access 1 units are currently being developed, at the request of schools.
- Curriculum descriptors can be used with students not yet ready to study an Access 1 unit.

Approximate relationship of programmes in Modern Languages to curricular levels in other programmes.

Higher Still programmes	Other programmes
Access 3	Standard Grade Foundation Level 5-14 level C
Access 2 Access 1	Lifestart/Workstart units 5-14: 'working towards' level C in ML
Curriculum descriptors	Elaborated 5-14 curriculum

CONTENT OF PROGRAMMES AT ACCESS LEVEL

The content of all programmes in all languages at Access level is based on the same prescribed topic lists known as *Language Content: Appendices 1.1, 1.2 and 1.3*. There are four topics associated with each Access level unit:

- Personal Language**
1. Personal identification
 2. House/home town
 3. Free time
 4. Daily routine in learning environment (e.g. school/college)
- Transactional Lang** Within the context of a real or imaginary visit to the country:
1. Shopping
 2. Eating out
 3. Travel/Touring
 4. Accommodation
- Language in Work** Within the context of work in this country with visitors from abroad:
1. Shops
 2. Café/restaurant
 3. Travel/tourism
 4. Hospitality
- Life in Another Country** Any aspects of life and/or associated language selected from the topics listed above.
(Acc 1 & 2 only)

At Access 3 all four topics in a unit must be covered.

At Access 2 any two topics must be covered, or in the case of *Life in Another Country*, any two aspects of life and language drawn from the lists for the other units.

At Access 1 any two aspects of life / language must be covered, drawn from the same lists.

Topic development

Although topics are prescribed, the way they are developed and dealt with is not. In the official list, the columns headed "Topic Development" contain **examples** of the way topics might be developed using familiar resources; schools may ignore these suggestions. They are encouraged to involve students in deciding how the topics could be developed, taking into account their interests and aspirations.

The freedom to choose how a topic is to be developed is particularly useful where students may have been studying topics with similar titles before. 'Personal identification', for example, may have involved students in talking about themselves and their families at primary school and perhaps again in S1/S2. Some students will be happy to go over familiar ground again if they can do it successfully, but others will welcome an opportunity to develop the topic into new areas; taking, for example, profiles of their favourite footballers, soap stars or musicians as the source material for their work on personal identity.

PATTERNS OF PROGRESSION IN S3/S4

Examples from 6 schools

	S3	S4	achievement
1	Access 2 <i>Life in Another Country</i> (France) + Access 3 <i>Personal Language</i> (French)	Access 3 <i>Transactional Language</i> + <i>Language in Work</i> (French)	Access 2: <i>Life etc.</i> (France) Access 3: cluster (French)
2	Access 3 cluster (French)	Access 3 cluster (Spanish)	Access 3 cluster (French) Access 3 1 or 2 units or cluster (Spanish)
3	Access cluster (French)	Intermediate 1 (French)	Access 3 cluster (French) Int 1: 1, 2 or 3 units or course (French) [option to complete in S5]
4	Standard Grade Foundation Level with Access 3 entry used as 'safety net' to ensure that those at risk of failing F level have something to show for their achievements		Access 3 units or cluster.
5	Access 3 cluster taught over 2 years with Access 2 being used as a 'safety net'.		Combination of Access 2/3 units/clusters
6	Access 3 cluster	Standard Grade General	Access 3 cluster S Grade General Level