

<b>Unit Title:</b>	<b>Write (English/French/German/Italian/Spanish/Mandarin Chinese) using varied language in a range of work situations</b>
Level:	3
Credit value:	8 (14 – Mandarin Chinese)
Guided learning hours:	38 (70 – Mandarin Chinese)

## Unit purpose and aim

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The aim of this unit is to enable the candidate to write varied (English/French/German/Irish/Italian/Spanish/Mandarin Chinese) in the context of a range of work situations.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Be able to write correspondence on a range of topics for work and social purposes</p>	<p><b>The Learner can:</b></p> <p>1.1 Write, following accepted conventions:</p> <ol style="list-style-type: none"> <li>formal messages</li> <li>informal messages</li> <li>e-mails</li> <li>letters</li> </ol>	<ul style="list-style-type: none"> <li>K1. A broad general vocabulary and key work-related terms</li> <li>K2. A range of ways to link ideas and help clarity and fluency such as connectors (conjunctions: e.g. 'although', 'as long as'; adverbs: e.g. 'however', and enumerators: e.g. 'firstly') pronouns</li> <li>K3. A range of different forms of address, greeting, leave-taking and other polite conventions to suit different occasions and degrees of formality</li> <li>K4. Ways to express feeling (e.g. wishes gratitude, regret, apology, annoyance)</li> <li>K6. How to express the present, past, future and conditional (e.g. 'I would go...')</li> <li>K7. How 'can, must, could, should and would' are expressed in this language</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• K8. Negatives, question forms and a range of commonly used grammatical structures</li> <li>• K9. How to ask permission and give instructions with varying formality and politeness</li> <li>• K10. A range of complex sentence combinations, of which some may be learned as set phrases</li> </ul>
<p>2 Be able to communicate in everyday written (.....)</p>	<p>2.1 Write, using a variety of expressions and sentence structures:</p> <ol style="list-style-type: none"> <li>a. detailed information, descriptions or explanations</li> <li>b. information about events covering a range of time frames: <ul style="list-style-type: none"> <li>• past</li> <li>• present</li> <li>• future</li> <li>• conditional</li> </ul> </li> <li>c. detailed instructions or advice</li> <li>d. detailed <ul style="list-style-type: none"> <li>• enquiries</li> <li>• requests</li> <li>• invitations</li> </ul> </li> <li>e. detailed <ul style="list-style-type: none"> <li>• opinions or beliefs</li> <li>• feelings</li> </ul> </li> </ol> <p>2.2 Relay information from his/her own language into written (.....)</p> <p>2.3 Maintain fluency and accuracy when writing on familiar topics</p>	<ul style="list-style-type: none"> <li>• K2. A range of ways to link ideas and help clarity and fluency such as connectors (conjunctions: e.g. 'although', 'as long as'; adverbs: e.g. 'however', and enumerators: e.g. 'firstly') pronouns</li> <li>• K3. A range of different forms of address, greeting, leave-taking and other polite conventions to suit different occasions and degrees of formality</li> <li>• K4. Ways to express feeling (e.g. wishes gratitude, regret, apology, annoyance)</li> <li>• K5. Numerical terms (e.g. all numbers, fractions, statistics) and ways to talk about them</li> <li>• K6. How to express the present, past, future and conditional (e.g. 'I would go...')</li> <li>• K7. How 'can, must, could, should and would' are expressed in this language</li> <li>• K8. Negatives, question forms and a range of commonly used grammatical structures</li> <li>• K9. How to ask permission and give instructions with varying formality and politeness</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• K10. A range of complex sentence combinations, of which some may be learned as set phrases</li> </ul>
<p>3 Be able to use a broad range of vocabulary</p>	<p>3.1 Use:</p> <ol style="list-style-type: none"> <li>a broad general vocabulary</li> <li>key work-related terms</li> <li>connectors (conjunctions, adverbs, enumerators)</li> <li>expressions of numerical data (fractions, statistics, all numbers)</li> </ol>	<ul style="list-style-type: none"> <li>• K6. How to express the present, past, future and conditional (e.g. 'I would go...')</li> <li>• K7. How 'can, must, could, should and would' are expressed in this language</li> <li>• K8. Negatives, question forms and a range of commonly used grammatical structures</li> <li>• K9. How to ask permission and give instructions with varying formality and politeness</li> <li>• K10. A range of complex sentence combinations, of which some may be learned as set phrases</li> </ul>
<p>4 Be able to use a range of grammatical forms</p>	<p>4.1 Use:</p> <ol style="list-style-type: none"> <li>major verb forms to express present, past, future, conditional</li> <li>negatives</li> <li>standard question forms</li> </ol> <p>4.2 Express possibility, permission or obligation (can, must, want, should)</p>	<ul style="list-style-type: none"> <li>• K6. How to express the present, past, future and conditional (e.g. 'I would go...')</li> <li>• K7. How 'can, must, could, should and would' are expressed in this language</li> <li>• K8. Negatives, question forms and a range of commonly used grammatical structures</li> <li>• K9. How to ask permission and give instructions with varying formality and politeness</li> <li>• K10. A range of complex sentence combinations, of which some may be learned as set phrases</li> </ul>
<p>5 Be able to use reference sources</p>	<p>5.1 Use language reference sources effectively to clarify and confirm meaning of words in varied text</p>	<ul style="list-style-type: none"> <li>• K12. How to make effective use of relevant language reference sources (e.g. dictionaries, thesauruses, grammar books, on-line resources).</li> </ul>

### Assessment of performance

Qualifications based on The UK Occupational Language Standards accredit candidates' ability to use their language skills for work. Assessment should therefore focus on the practical language skills and language knowledge they need to be able to carry out their work effectively. Assessment may take place through:

- direct observation of the candidate
- scrutiny of recorded or written material.

It may also be appropriate for **part** of the assessment to include witness testimony from others who either have the language skills to testify or who have seen the outcome of the candidate's language skills. Knowledge of grammar and vocabulary should mainly be assessed through practical use. However, a small amount of additional testing may be appropriate to ensure knowledge is secure.

### Simulation

#### In the workplace

Candidates may be working in environments which require confidentiality, or where the language assessed is not being used on a regular basis. Assessors may be language trainers not based in the workplace. It may therefore not be possible to assess candidates' competence through normal working practice. In these situations, assessment in a simulated environment is acceptable.

#### In the classroom

Language can occur naturally even though the environment may be simulated (e.g. set up by a trainer in the classroom). Simulations must be aligned to the potential or actual workplace environment. This will include social situations.

### Meeting individual needs

- It is important that where assessment is not taking place at work, simulations are relevant to the needs of the candidates, and their reason for learning the language.
- The four skills are assessed individually (though they may be linked), to allow candidates to achieve in different skills at different levels, or to take some skills and not others.
- Candidates with learning difficulties and/or disabilities are positively encouraged to make use of qualifications based on the UK Occupational Language Standards. Assessors will need to be flexible in their approach to assessment methods, to suit individual circumstances.
- Some candidates may be unable to follow/recognise all cultural conventions because of a disability. In these cases, a common sense approach is needed, and a discussion with the awarding body if in doubt.

- Building a portfolio allows candidates to take assessments when they are ready, and candidates will need different levels of support in order to reach the level.
- The key question for the assessor should always be:

**Would the candidate be able to use the language successfully in the workplace at the level required?**

### **Minimum evidence requirements**

Learning outcomes and assessment criteria for the NVQ units are based on the 2010 UK Occupational Language Standards performance criteria and Knowledge criteria. The UK Occupational Language Standards provide useful additional guidance, and should be used in conjunction with the qualification units.

### **All assessment criteria must be fully met.**

In practice, this means that all will have been fully covered at least once, and many much more, in order to cover an adequate range of use. Where assessment takes place through simulated assignments, it is good practice (and more efficient) for the skills to be linked together, as they might be in the workplace. A single situation might give rise to a number of linked tasks.

- **All** evidence for assessment criteria relating the performance criteria of the UKOLS must be gathered through the relevant skill for that unit (Understand, Speak/Sign, Read or Write).
- **At least one** example for each of the Assessment criteria relating to vocabulary and grammatical forms must be gathered through the relevant skill. However, as these derive from the Knowledge section of the UKOLS, which is common to all four skills, further examples may be gathered across other skills and, if appropriate, through questioning or testing.

### **Writing**

- As a general guide, evidence is likely to include a minimum of three pieces at entry level, four pieces at level 1, five pieces at level 2, six at level 3 and eight at level 4.
- In order to cover the assessment criteria fully, more than this may be needed.
- Evidence does not need to be handwritten, and for work purposes, it is expected that most would be word processed. If work has been redrafted with teacher support or correction to produce perfect copy, candidates should include worked versions in portfolios.

You should refer to the 'Admin Guide: Vocational Qualifications (A850)' for Notes on Preventing Computer-Assisted Malpractice.