

**OCR NVQ NATIONAL
LANGUAGE UNITS**

LEVELS 1 - 4

CENTRE HANDBOOK

P012

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INTRODUCTION

About this centre handbook

This centre support pack contains important information for anyone working towards or involved in assessing or verifying the following OCR National Language Units at Levels 1, 2, 3 and 4:

- OCR National Language Units (English) **05646**
- OCR National Language Units (French) **05647**
- OCR National Language Units (German) **05648**
- OCR National Language Units (Irish) **05649**
- OCR National Language Units (Italian) **05650**
- OCR National Language Units (Spanish) **05711**
- OCR National Language Units (Welsh) **05712**

The OCR scheme codes for these units are shown in bold next to the unit titles.

Oxford Cambridge and RSA Examinations (OCR) is the awarding body for these units and the Qualifications and Curriculum Authority (QCA) is the regulatory body.

What are the OCR National Language Units?

The OCR National Language Units are freestanding NVQ units which have been accredited by QCA as stand-alone units for inclusion onto the national qualifications framework. These QCA-accredited units are available for candidates to achieve within or alongside NVQs, or as individual units or groups of units alongside other qualifications such as AS/A Levels, GCSEs or General National Vocational Qualifications (GNVQs) and Advanced Vocational Certificates of Education (AVCEs).

These units incorporate the National Language Standards (revised 2005). The standards were developed by CILT, the National Centre for Languages, which is the government and QCA-recognised standards setting body for languages.

The OCR National Language Units assess a candidate's competence in the use of a language within a real or simulated work situation. The achievement of the OCR National Language Units informs employers that individuals have achieved a QCA-accredited language qualification, which is directly relevant to the workplace.

There are sixteen units available for each language covering four skills at four levels of competence:

- Listening Levels 1 to 4
- Speaking Levels 1 to 4
- Reading Levels 1 to 4
- Writing Levels 1 to 4

OCR has packaged together all the units for each language into one group of units with its own scheme code. This currently gives candidates access to all the units that are available for a language for just one registration fee. Candidates can pick and mix the units to suit their skills and ability as well as their job role or job expectations. For example, someone whose main task is to read documentation in the target language (eg product manuals and instructions), but whose skill in speaking is not as well developed, could access Reading at Level 3 while at the

same time addressing Speaking at Level 1. Once registered, candidates can access as many, or as few, units of that language as they need.

What are NVQs?

An NVQ is a qualification that assesses someone's competence (that is the skills, knowledge and understanding they have) in a work situation. NVQs are based on national occupational standards. The standards describe the level and breadth of performance that is expected of anyone working in the industry or sector which the NVQ covers. The OCR National Language Units do not cover the occupational competence required to fulfil a particular job role but can be applied to any job role.

This support pack also contains recording documentation, which can be used by candidates to complete their Cumulative Assessment Records (CARs).

What are CARs?

CARs are candidates' records of their assessment over time. Hence the title, Cumulative Assessment Records, or CARs for short.

GUIDANCE FOR CANDIDATES

This section provides guidance for candidates. Centres must ensure that candidates have access to this guidance and understand its content.

Are the OCR National Language Units suitable for me?

OCR offers the National Language Units in the following seven languages:

- French
- German
- Italian
- Spanish
- English
- Welsh
- Irish.

They are suitable for you:

- if you are in training, whether full-time or part-time
- if you are using your language skills in the workplace.

The OCR National Language Units in English are suitable only if your first language is NOT English.

How do I achieve the OCR National Language Units?

To achieve the OCR National Language Units you must prove that you have the skills, knowledge and understanding detailed in the units of competence. The person who will judge, from your evidence, whether you have demonstrated the skills, knowledge and understanding to the necessary standard is called an assessor. You do not have to pass a written exam or have any previous qualifications to be able to take these units.

Do I have to find my own assessor?

Your centre (the place where you have registered to take the OCR National Language Units) will allocate an assessor (or assessors) to you.

Assessment will be carried out either in your workplace or through simulated activities, by qualified assessors.

How do I enter for the OCR National Language Units?

There are four units at each of the four levels (sixteen units in total for each language). Your assessor will advise you which units and which levels are appropriate for you.

Do I have to finish all the units for the language I enter?

No. You can choose to complete as many or as few units as you wish in your chosen language. If you are successful in achieving only one unit, you will still receive a certificate stating the language, skill and level.

How do I know which level to choose?

Your assessor will advise you which level to choose. They will want to know if you have studied the language previously so that you choose the most appropriate level for your ability.

What do the different sections of each unit describe?

Each unit will consist of:

- an **overview** which gives examples of the type of task you will be able to carry out. For example, identify simple facts about people, objects and organisations
- a number of **elements** which describe what you must do to achieve the unit. For example, Element L1.1 Extract information from simple statements or descriptions
- **performance criteria** which describe what you must do and the level of skill you must demonstrate
- **range of use** statements, which describe the circumstances in which you must demonstrate your competence. For example, in social contexts relevant to work
- **knowledge and skills** which details the linguistic knowledge and skills you will need to be able to demonstrate you are competent.

What is evidence and where does it come from?

Performance evidence is the proof or evidence that you can do a task. For example, a memo (for a writing task) or an audio tape (for a speaking task).

Evidence is your proof that you meet the requirements of the unit.

Evidence could be:

- your summary of a broadcast you listened to or a document you have read (this could be a written summary or an audio tape of a verbal summary)
- a video of you speaking
- documents you have read
- a report you have written.

The evidence may come from your workplace or it may be generated as a result of a simulated activity (see **simulated activities** on page 14).

For each unit you will need evidence to prove that you:

- have demonstrated you are competent in all the circumstances described in the range of use
- can do all the things listed in performance criteria
- have sufficient underpinning knowledge to perform competently.

How much evidence do I need?

You will need enough evidence to show that you can perform consistently at your chosen level.

What happens to my evidence?

The evidence you provide will be assessed (checked by your assessor or assessors against the requirements of the units). Your assessor will want you to continue providing evidence until they are satisfied that there is enough consistent proof that you are competent. To be accepted as proof of your competence, your evidence must:

- come from work you have carried out in a real or simulated work situation
- be your own work or relate to you *and*
- reflect what you can do now, not what you could do a few years ago.

Where do I keep my evidence?

You may decide to keep some of your evidence in a file (a **portfolio of evidence**) or you may want to record what the evidence is and where it can be found. For example, your assessor may have tape-recorded you contributing to a discussion at work. Your assessor will tell you where the tape is stored and you must record this on your Evidence Record Sheet (for further guidance see **recording documents** on page 151). It is important that you reference your portfolio carefully so that you can record the exact location of your evidence on your recording documents.

My work involves confidential information, how can I use this as evidence?

In some real work situations, the work that you are involved with may include confidential information relating to your organisation or your customers or clients. It may not be appropriate to include this information in your portfolio.

If the evidence contains, for example, a customer's name and address, this information could be removed from the document before it is submitted as evidence. If the evidence takes the form of a document which is reporting on an aspect of your company's business or which contains personal details throughout, you could either:

- signpost the evidence within your portfolio (as long as it would be available for your assessor, internal verifier and external verifier to see) *or*
- your assessor could provide an observation report of what they have seen and how it shows that you are competent. This observation report would then form part of the evidence in your portfolio.

Who are internal and external verifiers?

Internal verifiers make sure that all assessors judge evidence in the same way and to the same standard (this is called internal verification). Internal verifiers are employed by your centre.

The external verifier is employed by OCR to monitor the quality of the assessment and internal verification decisions at a centre.

Do I have to keep any record of my work towards these units?

You will need to record how you achieved the units. Evidence Record Sheets and Unit Record Sheets are provided for this purpose (see **recording documents** on page 151). Your assessor may give you alternative forms to use. This is acceptable as long as they include all the information needed. Your assessor may complete these forms for you.

You, or your assessor, should keep records of what you and your assessor agreed about your work towards the units. This might include an action plan, records of feedback about your performance or information about plans to fill gaps in your achievement.

Where do I keep all my records?

You must keep your Evidence Record Sheets and Unit Record Sheets together in a file called your Cumulative Assessment Record or CAR for short.

If you want, you may keep your evidence with your CAR.

Your CAR belongs to you and gives details of what evidence has been accepted as proof of your competence and where that evidence can be found. It is your record of what evidence has been assessed and signed off by your assessor. Your assessor will help you prepare your CAR.

Once your assessor has decided that you have provided enough evidence to prove your competence in each unit, the unit can be signed off and you can claim your OCR certificate.

Can my OCR National Language Units evidence count towards a Key Skills Qualification and/or individual Key Skills units?

The evidence you produce for your OCR National Language Units may prove you have the skills required for the Key Skills units. You should talk to your assessor about this.

Access to assessment

We have tried to make sure that no unnecessary restrictions will slow down your progress. You must have the same chances as everyone else to prove your competence and collect evidence. If you need mechanical, electronic or other aids to show your competence, please talk to your assessor about this. You can use aids as long as they are generally commercially available and it is practical to use them on your employer's premises.

If English is NOT your first language, your teacher/trainer may be able to provide a translation of this guidance in your first language.

Appeals procedure

We do not think that you will ever have to use our appeals procedure, but if you do, the process is described below:

In exceptional circumstances, if you are in disagreement with your assessor concerning your assessment, you have the right to refer the matter to:

- a) the internal verifier within the centre in the first instance, and
- b) the centre manager, if the matter is still unresolved, and
- c) the OCR external verifier who may be consulted at the time of their next visit.

If you intend to refer the matter to the OCR external verifier, it will be helpful if you write out the details relating to the appeal prior to the verifier's visit to the centre. This will enable the verifier to refer the matter to the chief verifier if they feel this to be necessary.

In extreme circumstances, if the external verifier has been unable to bring the matter to a satisfactory conclusion, even after referral to a chief verifier, then you may appeal in writing directly to OCR.

We can only accept an appeal from you if the steps above have already been taken and the relevant fee is enclosed with the written appeal on the appropriate form.

**For further information and a Candidate Appeal Form, write to OCR,
Westwood Way, Coventry CV4 8JQ**

We wish you success

To gain any of the OCR National Language Units you must collect enough evidence to prove you are competent. You can complete as many or as few units as you wish.

**You cannot fail these units and we do not grade your results.
You are either competent or not yet competent.**

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GUIDANCE FOR CENTRES

What is the structure of the OCR National Language Units?

The OCR National Language Units are freestanding units available at four levels, in four skills: Listening, Speaking, Reading and Writing. Each unit covers one of the skills at one level.

Who are these units for?

They are for anyone who uses or expects to use languages as part of their job or, for anyone undergoing training in languages. The OCR National Language Units in English are for those whose first language is NOT English.

What is their purpose?

The purpose of the OCR National Language Units is to assess a candidate's skills and competence against the national language standards. Staff dealing with customers overseas should be competent in the appropriate skills for their job role. Achievement of these units shows an employer that a candidate has the necessary skills.

Who is involved in the delivery of these units?

Assessment centre

Any organisation, whether it is a place of employment, college or private training organisation can be approved to offer these units, as long as it meets the criteria set out in the OCR publication '*Administrative Guide to Verified Qualifications*' (reference code L526). This includes being able to provide suitable assessors and internal verifiers. For more information on how to become an OCR approved centre turn to page 19.

Once approved as a centre, you will be called an **assessment centre** and can register candidates for the units and allocate each candidate an **assessor** or **assessors**.

OCR will monitor your centre's performance in this area to make sure that you are being offered the appropriate level of support.

Teacher/Trainer

The teacher/trainer will develop a candidate's knowledge, understanding and skills in relation to the language that is being undertaken.

Teachers/Trainers will:

- provide opportunities for learning
- provide ongoing mentoring to the candidate, including review and feedback on learning experiences and development of competence
- provide opportunities for a candidate to practise what they have learnt in a realistic, but safe and protected, working environment or, where this is not appropriate, in a simulated environment.

Assessor

The assessor will judge the evidence of a candidate's performance, knowledge and understanding against the units of competence in order to decide whether the candidate has demonstrated competence. The criteria for appointing assessors are set out on page 25. An assessor may be a candidate's line manager, a tutor at college, or someone specially appointed to this role. Assessments may also be carried out by a team of assessors.

The roles of teacher/trainer and assessor are inextricably linked and may be carried out by the same person, however, training activities must be clearly separated from assessment and only assessed evidence of competence should be presented as evidence towards these units.

Internal verifier

Each assessor's work must be checked and confirmed by an **internal verifier**. The criteria for appointing internal verifiers are set out on page 25. The internal verifier checks and standardises assessment decisions made by the assessors in the centre.

External verifier

The **external verifier** checks the assessment and internal verification processes and decisions made in the centre and authorises the claims for certificates. The external verifier is appointed by OCR.

How are the OCR National Language Units assessed?

To gain a unit, a candidate must provide evidence that they have met all the requirements of the unit. Evidence can be generated from real work activities undertaken in the workplace or from simulated activities (see **real work activities in the workplace** on page 14 and **simulated activities** on page 14).

Assessment – How does it work?

It is the assessor's role to satisfy themselves that evidence is available for all the performance criteria, range of use and performance evidence requirements before they can decide that a candidate has finished a unit of competence. The assessor must also be satisfied that the appropriate underpinning knowledge and skills are apparent in the performance evidence.

Candidates may claim accreditation of prior achievement for any of the elements or units of competence, as long as the evidence fully meets the criteria and the candidate can prove that the evidence presented is all their own work. It is important also that assessors are convinced that the competence claimed is still current. As language skills deteriorate quickly if not used over a period of time, assessors should take steps to assess the candidate's current competence directly. An initial assessment of candidates is recommended (see **initial assessment** on page 11).

When assessors are satisfied that the candidate has met all of the requirements for an element, they must confirm this by signing the Evidence Record Sheet for that element. If all the elements in a unit are finished, the assessor must confirm this by signing off the unit to show that the assessment process is complete. (The Unit Record Sheet should be used for this.)

Initial assessment

It is important for centres to carry out some form of initial assessment which identifies what competence and knowledge a candidate already has and can provide evidence of, and the gaps which they may need to look at. This will help centres to plan the assessment because it allows the assessors to help candidates understand the best place to start collecting evidence. It will also identify which skill and at which level the candidate should be aiming for. It is important at the initial assessment stage to ensure that candidates commence a programme leading to the appropriate unit at the appropriate level. The 'General Framework' at the beginning of the section detailing the specifications for the National Language Units in this pack will give guidance.

Assessment planning

Assessors must take responsibility for assessment planning with candidates. This will involve agreeing a number of issues with candidates including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing the candidate *and*
- confirming the best times, dates and places for the assessments to take place.

Assessors must make a note of their assessment planning and regularly give feedback to candidates. Candidates must also have access to the appropriate units.

Making assessment decisions

It is not important that candidates meet all the criteria every time they carry out an activity but they must consistently provide enough evidence for assessors to believe that the candidate will be competent in a working environment.

Assessors should:

- assess candidate performance, knowledge skills and understanding
- look at the evidence *and*
- question and give feedback to the candidate working towards this qualification.

You can get more information on assessment in our publication, 'Administrative Guide to Verified Qualifications' (reference code L526)

Methods of assessment

It is the assessor's responsibility to choose the best method of assessing a candidate in relation to their individual circumstances. The methods chosen must be:

- valid
- reliable
- safe and manageable *and*
- suitable to the needs of the candidate.

Valid

To be valid, an assessment method must be able to assess the competence in question.

For example, a written test cannot measure a candidate's speaking skills. A candidate must either be observed actually using speaking skills in order for the assessment method to be valid or the assessor must assess the candidate's speaking skills via other means eg examining tape or video recordings. The candidate may also be evidencing listening skills in an integrated task. In this instance, assessors must ensure that the assessment of speaking skills is isolated from the assessment of listening skills within the task.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal verifiers must make sure that all assessors' decisions are consistent.

Safe and manageable

Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

Suitable to the needs of the candidate

OCR has tried to make sure that achievement of these units is free from constraints outside the requirements of the candidate's job role or learning situation.

Assessment arrangements can be changed, where the standards allow, for candidates with disabilities. The type of any special arrangement will depend on a candidate's personal circumstances, their job role, and the requirements of the particular unit (see **access to assessment** on page 18).

If centre staff think that any aspect of these units unfairly restricts access and progression, they should talk to their OCR external verifier about this.

OCR has identified the following main assessment methods which are suitable for these units:

- **observation** by an assessor of a candidate doing something, for example, speaking
- **examining the evidence** by an assessor, for example, written evidence such as reports, letters etc
- **questioning** the candidate or witness by an assessor.

In many situations, the assessor can speak to the candidate to provide evidence of the candidate's performance and knowledge.

Observation

Only approved and qualified assessors (see **occupational expertise of assessors and internal verifiers** on page 25) may carry out observations for the assessment of these units.

The assessor and candidate should plan observations together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

Examining the evidence

Only approved and qualified assessors ¹(see **occupational expertise of assessors and internal verifiers** on page 25) may examine the evidence for the assessment of these units.

Evidence can be the product of a candidate's work or a product relating to the candidate's competence.

For example:

- products of a candidate's work could be documents prepared by the candidate, for example reports, letters, memos to colleagues
- products relating to the candidate's competence could be witness testimonies or tape/video recordings of the candidate, for example the candidate may have spoken to a work colleague on the telephone regarding sales figures. The work colleague could provide a witness statement or the telephone conversation could be taped.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

Questioning

Only approved and qualified assessors ¹(see **occupational expertise of assessors and internal verifiers** on page 25) may verbally question a candidate or witness for the assessment of these units.

Questioning the candidate is normally an ongoing part of the assessment process.

Assessors should ask open questions, that is questions where the candidate has to give an answer other than 'yes' or 'no'. Care should be taken to avoid complicated questions which may confuse the candidate.

It is important that assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, assessors must record enough information about what they asked and how the candidate replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses such as managers or supervisors and record, in whatever way is suitable, the verbal statements of these witnesses. (Further information on witness testimonies can be found on page 15.)

Recording assessment

All assessed evidence, including simulations, must be recorded (if possible by the candidate) in the CAR (see **Cumulative Assessment Record (CAR)** on page 16). We have provided Evidence Record Sheets and Unit Record Sheets in this centre handbook for evidence to be recorded.

You can find help on filling in these forms in the section **recording documents**.

¹ or those working towards assessor qualifications supervised by a qualified assessor

Performance evidence

Performance evidence provides proof of what a candidate can do. Performance evidence can also provide evidence of what a candidate knows. Performance evidence takes the form of products or outcomes of the candidate's work (such as things that the candidate produced or worked on either in the workplace or through a simulated activity). The evidence presented for assessment may be the actual product or a record of the product. If group work is used as evidence, the candidate's contribution must be identified clearly. An assessor's observation of a candidate or a witness's testimony both provide performance evidence and would be suitable for these units.

It is important that candidates provide **performance evidence** for each unit as specified. They must also provide sufficient evidence relating to, for example, the type or length of text, the number of samples, and the number of minutes of speaking. Guidance on the amount of evidence is given in the section beginning on page 149.

Real work activities in the workplace

Where a candidate is using the language in their workplace every day, natural opportunities will arise to prove competence. It is likely that workplace activities will provide evidence for more than one unit (eg listening and speaking) or for more than one element within a unit. Wherever possible, one piece of evidence should be cross-referenced to as many elements and units as appropriate. It is also possible that workplace activity will generate evidence at more than one level. For example a candidate may be working towards Reading Level 2 but may find that, in the workplace, the reading skills for a particular document are Level 3. The candidate may present evidence from a higher level when claiming a lower level (but not vice versa). If this happens frequently, the candidate should consider working towards the higher-level unit (eg Reading Level 3 instead of Reading Level 2).

In many respects, however, the requirements of each unit are very different at each level. It is therefore important that assessors help candidates to choose the right level to aim for. This choice should be made after an initial assessment of the candidate and their workplace activities (see **initial assessment** on page 11).

Some skills may be easier to evidence in the workplace than others. Where it is not possible to gather evidence in the workplace (eg because certain types of contexts, as defined in the range statements, do not arise in the particular industry or occupation, or where a candidate does not have access to a workplace), centres may use simulation to provide evidence of a candidate's competence.

Simulated activities

Where it is not possible for candidates to produce evidence from the workplace or where gaps in workplace evidence have been identified, simulated activities can be used.

The simulated activities in this support pack will provide opportunities for candidates to generate evidence for these units. It may however be necessary to adapt some of the activities to suit individual candidate's circumstances.

When planning simulated activities, it is possible to predict the type of evidence which is likely to be generated. Each of the simulations given in this pack, therefore, identifies the parts of the range and performance criteria a candidate might cover in carrying out the task.

Although it is desirable for skills to be assessed in an integrated way, the simulated activities in this support pack have been designed specifically to generate evidence primarily for one skill. This makes them easier to use for those who are using simulations to fill particular gaps in a candidate's evidence.

Most of the simulated activities can be adapted to assess additional skills should this suit the centre and the candidate. For example, a listening task could also be used to evidence writing skills if a written message was the outcome. The same simulation could also yield evidence of speaking if the candidate gave details of the message to a colleague orally in the language (see **guidance on constructing simulated activities** on page 145).

Witness testimonies can be used as evidence of a candidate's performance. A record of a verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time. Such testimonies could be made verbally to the assessor or could be written in a short note.

If a witness provides a written statement they should include the following:

- the candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed and the skills demonstrated by the candidate
- the date of writing the testimony
- a description of their relationship to the candidate
- their signature and job title
- their contact details (such as telephone number).

Witnesses must be linguists.

It is not appropriate for witness testimonies to contain a list of the performance criteria to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The assessor will then judge whether the candidate's skill demonstrates competence to the standards.

Knowledge and skills

Assessed evidence must cover appropriate **knowledge and skills**. See the **Knowledge and Skills** section in each unit.

This must be recorded on the Unit Record Sheet.

This section of the units also helps the teacher/trainer to plan a candidate's programme of language training or development.

Where does evidence come from?

Performance evidence may come from a number of different sources. For example, it may come from a candidate carrying out workplace activities or doing a simulated task.

What medium can be used?

Evidence can take many forms, for example, videos, audio tapes, CD-ROMs, floppy disks and paper-based documents.

How much evidence is needed?

It is difficult to give a detailed answer to this question as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows:

For a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the main **performance criteria** in each element (these should not be assessed individually but as an inter-linked group)
- all the **performance criteria** at least once in the unit
- all the **range of use** statements for the unit
- appropriate **knowledge and skills**. A competent performance will subsume appropriate knowledge and skills when the performance criteria are properly applied.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can use their language skills independently to the required standard. Also see the section Guidance on Amount of Performance Evidence.

Cumulative Assessment Record (CAR)

As well as collecting evidence, candidates (or their assessor) must record all their assessed evidence in their personal **Cumulative Assessment Record (CAR)**. The CAR is the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found. It can also be used to record progress towards, and achievement of, elements and units of competence.

To build a CAR a candidate (or their assessor) will need to fill in an **Evidence Record Sheet** for each element and a **Unit Record Sheet** for each unit. We have provided masters of these two forms for centres to photocopy for candidates' CARs. Although the organisation of the CAR is usually left to the candidate, the assessor will be expected to advise on this and must sign off each element and unit that the candidate achieves.

Filling in the CAR is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the CAR while working towards their units.

Centres can design their own recording documents if they want. Centres should talk about any document they want to use with the external verifier before use. OCR's publication '*Administrative Guide to Verified Qualifications*' (reference code L526) includes information and criteria for designing recording documents.

We have also provided an Assessor's Observation Sheet which assessors might want to use for these units (see **recording documents** on page 151).

Verification – How does it work?

Internal verification

It is the centre's responsibility to appoint an internal verifier to manage the internal verification process. The purpose of internal verification is to make sure and show that assessment is valid

and consistent, through monitoring and sampling assessment decisions. Simulated activities must be included in the sample selected.

The role of the internal verifier is more fully explained in the '*Administrative Guide to Verified Qualifications*' (reference code L526).

External verification

We will appoint and train an external verifier who will visit the centre regularly to monitor the quality of assessments and internal verification.

External verifiers will want to interview candidates and assessors during their visits. Assessment records and evidence for all candidates must also be available for verifiers to see if they ask to. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for these units, together with their achievements to date plus certification records
- access to evidence (for example, up-to-date portfolios) and CARs
- completed Certification Record Forms (CRFs) and Certification Summary Forms (UB99s) for those candidates claiming certification
- relevant assessors and selected candidates as requested by the External Verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)
- all portfolios (access to evidence) relating to certificates claimed through DCS
- a copy of the EV's last visit report
- a sample signature list for all assessors and internal verifiers
- curriculum vitae and any appropriate certificates relating to Assessor qualifications for each new member of the assessment team
- all **centre records** (see below for more details)
- evidence of achieving action points since the last EV visit.

Centre records – assessment and verification

A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

- candidate's name
- target language they are entered for
- candidate's start date on the programme and confirmation of registration with OCR
- name of the assessor
- name of the internal verifier
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the element/unit
- enough detail of the assessment to justify the decision made
- dates and outcomes of internal verification
- action resulting from internal verification
- certification.

Records should show formative assessment decisions (ongoing decision making), and summative assessment decisions, with feedback to the candidate.

Note: For National Language Units in English in particular, it is important that all guidance and support provided by the centre in the candidate's first language is accessible to an English-speaking verifier. English translations of relevant original notes, reports etc must be provided.

Certification

Claiming certificates

The internal verifier must fill in a Certification Record Form (CRF) when a candidate has finished as much of the award as they want at that time.

- You can only submit units that the candidate has finished.
- The candidate's assessor must have accepted and signed off the units.

Candidates achieving one or more units of competence, will receive a certificate listing the units they have achieved.

Access to assessment

OCR aims to make sure that all candidates are given equal opportunity to demonstrate their attainment. These units accredit competence against specified criteria. All of these criteria must be met by all candidates independently and may not be reworded or omitted in any circumstances.

Candidates may use mechanical, electronic and other aids in order to demonstrate competence so long as the aids are generally commercially available and can feasibly be used on employers' premises. OCR's publication '*Access to Assessment*' (reference code L16) provides further advice on assessment arrangements for candidates with special needs.

Candidates whose first language is NOT English may require a translation of the guidance for candidates and also an interpretation of the units themselves, into their first language. This may also involve a translated explanation of some or all of the glossary (on pages 163 to 166).

Appeals procedure

In exceptional circumstances, if a candidate is in disagreement with their assessor concerning the assessment, the candidate has the right to refer the matter to:

- a) the internal verifier within the centre in the first instance, and
- b) the centre manager, if the matter is still unresolved, and
- c) the OCR external verifier who may be consulted at the time of their next visit.

If the candidate intends to refer the matter to the OCR external verifier, it will be helpful if they have written out the details relating to the appeal prior to the verifier's visit to the centre. This will enable the verifier to refer the matter to the chief verifier if they feel this to be necessary.

In extreme circumstances, if the external verifier has been unable to bring the matter to a satisfactory conclusion, even after referral to a chief verifier, then the candidate may appeal in writing directly to OCR.

OCR will accept an appeal from a candidate only if the steps above have already been taken and the relevant fee is enclosed with the written appeal on the appropriate form.

**For further information and a Candidate Appeal Form, write to OCR,
Westwood Way, Coventry CV4 8JQ**

Centre approval

To seek approval to offer these units, centres must obtain and complete an 'Application for Approval as an OCR Centre for N/VQs (VQ1)'.

Once the application and supporting documentation has been submitted to OCR, the centre can expect to be contacted with a view to setting up an evaluation visit.

Before submitting the application form, centres are advised to read the OCR booklet '*Administrative Guide to Verified Qualifications*' for more details on all aspects covered in this introduction, including full details of the approval process and criteria.

OCR's advisory service

Centres considering seeking approval to offer these units (or any other qualification we offer) might be interested to know that OCR staff are available to help with any aspect of setting up an assessment centre. Through an advisory telephone call or visit centres can benefit from experience gained in existing centres. Many centres ask for help in the following areas:

- identifying potential candidates and marketing opportunities
- meeting OCR requirements
- identifying resourcing levels both in terms of staff and equipment
- the documents needed, both for the benefit of future candidates and to ensure a smooth-running operation
- Welsh translation of standards
- help in filling in centre approval forms.

**More information on our advisory service can be requested from the
OCR Information Bureau, OCR, Westwood Way, Coventry, CV4 8JQ
Telephone 024 76 851509 or email cib@ocr.org.uk**

(Please note that as part of our quality assurance programme, your call may be recorded or monitored for training purposes.)

Other related OCR qualifications

OCR's Certificate in Business Language Competence (CBLC) complements the OCR National Language Units. CBLC is an examined qualification. Achievement at Entry Level CBLC offers the opportunity to progress to either CBLC at Level 1 or to the National Language Units at Level 1. Candidates may progress through either route.

More information on CBLC can be requested from the OCR Information Bureau, OCR, Westwood Way, Coventry, CV4 8JQ on 024 76 851509 or email cib@ocr.org.uk

(Please note that as part of our quality assurance programme, your call may be recorded or monitored for training purposes.)

KEY SKILLS SIGNPOSTING

Guidance

The aims of Key Skills signposting are twofold:

- to indicate where tasks which generate evidence towards NVQ language units may provide suitable evidence for Key Skills accreditation;
- to map the *National Language Standards* against the Key Skills standards.

The signposting is based on the principle that evidence for one or more of the Key Skills may arise when the candidate is working towards the NVQ language units. The evidence will depend on the environment in which the candidate is training or working. The links between the *National Language Standards* and Key Skills are not automatic or prescriptive. In particular, assessors and candidates should be aware that the nature and level of the language used in the target language may affect the mapping against the Communication Skills.

When considering the inclusion of evidence for Key Skills, assessors and candidates should note the following points:

- the level and use of the target language which may affect the validity and sufficiency of the evidence presented towards Key Skills
- the requirements set out in the Key Skills documentation for the length, context, vocabulary choice and style of language
- the need for accuracy of the productive skills of speaking and writing as required for Key Skills.

These aspects may create difficulty in accrediting evidence for Key Skills. This is particularly likely to apply to Levels 1 and 2 of the *National Language Standards* where it appears that the level of the target language, length and complexity are below the level required for Key Skills.

As far as the other Key Skills are concerned, the generation of evidence will depend on the specific processes that an individual follows to achieve the outcomes described in the *National Language Standards*. This is the case for example with ICT where the *National Language Standards* do not require the individual to use ICT. However, where the candidate does so in order to achieve the outcomes, activity to generate evidence for the *National Language Standards* can provide suitable evidence for the Key Skills, too. Likewise, the evidence for Application of Number is unlikely to be generated automatically. While the opportunity may arise for individuals to gather or handle numerical information related to their work role, this information will have to be analysed and the results presented to gain evidence for this Key Skill.

Since the units on Working with Others involve essentially oral communication skills, they have been mapped against Speaking and Listening in the *National Language Standards*, and not Reading and Writing. The nature of the evidence required for the Key Skills qualifications of Improving Own Learning and Performance and Problem Solving make it unlikely that the achievement of the *National Language Standards* can be used for the accreditation of these Key Skills qualifications.

The mapping of the National Language Standards and Key Skills

As stated above, the signposting in this table is not intended to be prescriptive but rather it should be seen as a guide to sources of potential evidence.

Listening
L1 Listen to simple language in familiar work contexts
Key Skills
-
-
L2 Listen to routine language in everyday work contexts
Key Skills
-
-
L3 Listen to varied language in a range of work contexts
Key Skills
Communication Level 1
Communication Level 2
Working with Others
L4 Listen to complex language in a wide range of work contexts
Key Skills
Communication Level 3
Working with Others Level 2
Working with Others Level 3
Speaking
S1 Speak using simple language in familiar work contexts
Key Skills
Application of Number Level 1
S2 Speak using routine language in everyday work contexts
Key Skills
Application of Number Level 1

S3 Speak using varied language in a range of work contexts
Key Skills
Communication Level 1
Communication Level 2
Application of Number Level 1
Working with Others Level 1
S4 Speak using complex language in a wide range of work contexts
Key Skills
Communication Level 3
Application of Number Level 1
Application of Number Level 2
Working with Others Level 2
Working with Others Level 3
Reading
R1 Read simple text on familiar work topics
Key Skills
-
R2 Read routine text on everyday work topics
Key Skills
-
R3 Read varied text on a range of work topics
Key Skills
Communication Level 1
Communication Level 2
Information and Communication Technology Level 1

R4 Read complex text on a wide range of work topics
Key Skills
Communication Level 3
Information and Communication Technology Level 2
Writing
W1 Write simple text on familiar work topics
Key Skills
Application of Number Level 1
Information and Communication Technology Level 1
W2 Write routine text on everyday work topics
Key Skills
Application of Number Level 1
Information and Communication Technology Level 1
W3 Write varied text on a range of work topics
Key Skills
Communication Level 1
Communication Level 2
Information and Communication Technology Level 1
W4 Write complex text on a wide range of work topics
Key Skills
Communication Level 3
Application of Number Level 1
Application of Number Level 2
Information and Communication Technology Level 2

OCCUPATIONAL EXPERTISE OF ASSESSORS AND INTERNAL VERIFIERS

The following criteria have been developed by CILT, the National Centre for Languages and should be viewed as minimum requirements.

Assessors and internal verifiers must hold or be working towards appropriate assessor/verifier qualifications, as currently required by the regulatory authorities.

Additionally, assessors/internal verifiers must meet the following occupational expertise requirements.

Assessors must hold a qualification in the language they assess, at least at one level above that being assessed, or be a native speaker. Native speakers must prove to awarding bodies that they are occupationally competent. Where units at Level 4 are concerned, non-native speaker assessors must be qualified at least to the level being assessed.

Assessors must also have:

- relevant experience of using the target language within the last 5 years, including regular interaction with native speakers
- knowledge and understanding of competence-based qualifications
- in-depth knowledge of the *National Language Standards*.

Internal verifiers must hold a qualification in the language assessed, at least at one level above that assessed, or be a native speaker. Native speakers must prove to awarding bodies that they are occupationally competent. Where units at Level 4 are concerned, non-native speaker verifiers must be qualified at least to the level being assessed.

Internal verifiers must also have:

- sufficient expertise to enable them to verify assessment decisions and give advice to assessors
- knowledge and understanding of competence-based qualifications
- in-depth knowledge of the *National Language Standards*.

Internal verifiers who are not fully competent in the language assessed must hold a qualification in another language. In this case, an expert witness should be appointed, if necessary, to advise on issues related to levels of language competence. These arrangements must be agreed by the awarding body.

Without a suitably qualified internal verifier, the approved assessment centre cannot submit claims for certification to OCR. (See OCR's 'Administrative Guide to Verified Qualifications', reference code L526)

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OCR NATIONAL LANGUAGE UNITS

Candidates who achieve one or more of the OCR National Language Units will receive a Certificate of Unit Credit listing the units they have achieved.

The QCA unit reference numbers are shown on pages 29 and 30.

OCR National Language Units Level 1

L1 Listen to simple language in familiar work contexts

L1.1 Extract information from simple statements or descriptions

L1.2 Follow simple, predictable conversations

S1 Speak using simple language in familiar work contexts

S1.1 Give simple, prepared statements or descriptions

S1.2 Take part in simple, predictable conversations

R1 Read simple text on familiar work topics

R1.1 Extract information from signs, notices and simple correspondence

W1 Write simple text on familiar work topics

W1.1 Complete forms and create simple correspondence

OCR National Language Units Level 2

L2 Listen to routine language in everyday work contexts

L2.1 Extract information from routine statements, descriptions or explanations

L2.2 Understand routine conversations

S2 Speak using routine language in everyday work contexts

S2.1 Give routine descriptions and explanations

S2.2 Take part in routine conversations

R2 Read routine text on everyday work topics

R2.1 Extract information from routine notices, reports and correspondence

W2 Write routine text on everyday work topics

W2.1 Create routine records, reports and correspondence

OCR National Language Units Level 3

L3 Listen to varied language in a range of work contexts

L3.1 Understand varied accounts, reports and instructions

L3.2 Understand varied discussions

S3 Speak using varied language in a range of work contexts

S3.1 Give varied accounts, reports and instructions

S3.2 Take part in varied discussions

R3 Read varied text on a range of work topics

R3.1 Understand varied articles, reports and correspondence

W3 Write varied text on a range of work topics

W3.1 Write varied summaries, reports and correspondence

OCR National Language Units Level 4

L4 Listen to complex language in a wide range of work contexts

L4.1 Understand complex presentations or talks

L4.2 Understand complex discussions

S4 Speak using complex language in a wide range of work contexts

S4.1 Deliver complex, prepared talks

S4.2 Take part in complex discussions and meetings

R4 Read complex text on a wide range of work topics

R4.1 Understand complex reports, proposals and correspondence

W4 Write complex text on a wide range of work topics

W4.1 Write complex reports, proposals and correspondence

QCA unit reference numbers for the OCR National Language Units Levels 1–4

Unit title and level	Language						
	French	German	Italian	Spanish	English	Welsh	Irish
Listening Levels 1–4							
Listen to simple language in familiar work contexts Level 1	K/103/3651	A/103/3704	M/103/3974	K/103/3990	M/103/3635	H/103/4006	R/103/3725
Listen to routine language in everyday work contexts Level 2	M/103/3652	F/103/3705	T/103/3975	M/103/3991	T/103/3636	K/103/4007	Y/103/3726
Listen to varied language in a range of work contexts Level 3	T/103/3653	J/103/3706	A/103/3976	T/103/3992	A/103/3637	M/103/4008	D/103/3727
Listen to complex language in a wide range of work contexts Level 4	A/103/3654	L/103/3707	F/103/3977	A/103/3993	F/103/3638	K/103/4010	H/103/3728
Speaking Levels 1–4							
Speak using simple language in familiar work contexts Level 1	F/103/3655	R/103/3708	J/103/3978	F/103/3994	J/103/3639	M/103/4011	K/103/3729
Speak using routine language in everyday work contexts Level 2	J/103/3656	Y/103/3709	L/103/3979	J/103/3995	A/103/3640	T/103/4012	D/103/3730
Speak using varied language in a range of work contexts Level 3	L/103/3657	L/103/3710	F/103/3980	L/103/3996	F/103/3641	A/103/4013	H/103/3731
Speak using complex language in a wide range of work contexts Level 4	R/103/3658	Y/103/3712	J/103/3981	R/103/3997	J/103/3642	F/103/4014	K/103/3732

QCA unit reference numbers for the OCR National Language Units Levels 1–4 (continued)

Unit title and level	Language						
	French	German	Italian	Spanish	English	Welsh	Irish
Reading Levels 1–4							
Read simple text on familiar work topics Level 1	Y/103/3659	D/103/3713	L/103/3982	Y/103/3998	L/103/3643	J/103/4015	R/103/3966
Read routine text on everyday work topics Level 2	L/103/3660	H/103/3714	R/103/3983	D/103/3999	R/103/3644	L/103/4016	Y/103/3967
Read varied text on a range of work topics Level 3	R/103/3661	A/103/3718	Y/103/3984	F/103/4000	Y/103/3645	R/103/4017	D/103/3968
Read complex text on a wide range of work topics Level 4	Y/103/3662	F/103/3719	D/103/3985	J/103/4001	D/103/3646	Y/103/4018	H/103/3969
Writing Levels 1–4							
Write simple text on familiar work topics Level 1	D/103/3663	T/103/3720	H/103/3986	L/103/4002	H/103/3647	D/103/4019	Y/103/3970
Write routine text on everyday work topics Level 2	H/103/3664	F/103/3722	K/103/3987	R/103/4003	K/103/3648	R/103/4020	D/103/3971
Write varied text on a range of work topics Level 3	K/103/3665	J/103/3723	M/103/3988	Y/103/4004	M/103/3649	Y/103/4021	H/103/3972
Write complex text on a wide range of work topics Level 4	M/103/3666	L/103/3724	T/103/3989	D/103/4005	H/103/3650	H/103/4023	K/103/3973

National Language Standards (revised 2005)

General framework

	Level description	Listening	Speaking	Reading	Writing
1	<p>You can understand and use a limited range of simple words and sentences. You know simplest forms of the past, present and future tenses. You can deal with familiar work tasks, eg:</p> <ul style="list-style-type: none"> • follow/give simple directions, instructions; • provide product names, prices, delivery dates; • use/respond to common telephone phrases. 	<p>L1 Listen to simple language in familiar work contexts L1.1 Extract information from simple statements or descriptions L1.2 Follow simple, predictable conversations</p>	<p>S1 Speak using simple language in familiar work contexts S1.1 Give simple, prepared statements or descriptions S1.2 Take part in simple, predictable conversations</p>	<p>R1 Read simple text on familiar work topics R1.1 Extract information from signs, notices and simple correspondence</p>	<p>W1 Write simple text on familiar work topics W1.1 Complete forms and create simple correspondence</p>
2	<p>You can understand and use routine vocabulary and standard sentence structures and can recognise some less familiar elements. You can deal with everyday work tasks, eg:</p> <ul style="list-style-type: none"> • arrange travel, accommodation; • understand routine product specifications; • write standard letters, eg orders. 	<p>L2 Listen to routine language in everyday work contexts L2.1 Extract information from routine statements, descriptions or explanations L2.2 Understand routine conversations</p>	<p>S2 Speak using routine language in everyday work contexts S2.1 Give routine descriptions and explanations S2.2 Take part in routine conversations</p>	<p>R2 Read routine text on everyday work topics R2.1 Extract information from routine notices, reports and correspondence</p>	<p>W2 Write routine text on everyday work topics W2.1 Create routine records, reports and correspondence</p>
3	<p>You can understand and express information, ideas and opinions about a variety of subjects. You can deal with a range of work tasks, eg:</p> <ul style="list-style-type: none"> • maintain working relationships; • undertake straightforward negotiations; • provide short reports, proposals. 	<p>L3 Listen to varied language in a range of work contexts L3.1 Understand varied accounts, reports and instructions L3.2 Understand varied discussions</p>	<p>S3 Speak using varied language in a range of work contexts S3.1 Give varied accounts, reports and instructions S3.2 Take part in varied discussions</p>	<p>R3 Read varied text on a range of work topics R3.1 Understand varied articles, reports and correspondence</p>	<p>W3 Write varied text on a range of work topics W3.1 Write varied summaries, reports and correspondence</p>
4	<p>You can understand and use complex language and express yourself fluently. You can deal confidently with most work situations, eg:</p> <ul style="list-style-type: none"> • initiate and maintain working relationships; • undertake complex negotiations; • provide complex reports, proposals. 	<p>L4 Listen to complex language in a wide range of work contexts L4.1 Understand complex presentations or talks L4.2 Understand complex discussions</p>	<p>S4 Speak using complex language in a wide range of work contexts S4.1 Deliver complex, prepared talks S4.2 Take part in complex discussions and meetings</p>	<p>R4 Read complex text on a wide range of work topics R4.1 Understand complex reports, proposals and correspondence</p>	<p>W4 Write complex text on a wide range of work topics W4.1 Write complex reports, proposals and correspondence</p>

NB The term 'work' is meant to include social activities which are relevant to work eg travel, entertaining clients, etc.

Level 1

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UNIT L1 LISTEN TO SIMPLE LANGUAGE IN FAMILIAR WORK CONTEXTS

Unit overview

To achieve this unit, you show that you understand a limited range of simple words and sentences in familiar situations. You can, for example:

- identify simple facts about people, objects and organisations
- understand simple questions about your own and others' work roles and responsibilities
- cope with basic work-related and social situations, eg at a hotel reception desk or shopping.

You can understand standard speech, delivered at a normal or slower than normal speed, with little or no sound or background interference.

Performance criteria

Element L1.1 Extract information from simple statements or descriptions

When competent at this level you can:

- 1 identify personal or social facts from statements or descriptions consisting of simple, set phrases
- 2 identify work-related facts from statements or descriptions consisting of simple, set phrases
- 3 understand instructions and directions expressed using simple, set phrases
- 4 understand the main points of simple statements or descriptions

Element L1.2 Follow simple, predictable conversations

When competent at this level you can:

- 1 understand simply expressed questions and responses about familiar personal or social matters
- 2 understand simply expressed questions and responses about familiar work-related matters
- 3 understand requests expressed using simple, set phrases
- 4 understand feelings, needs and preferences expressed using simple, set phrases
- 5 understand the main points of simple conversations

UNIT L1 LISTEN TO SIMPLE LANGUAGE IN FAMILIAR WORK CONTEXTS

Range of use

You can listen:

- in work contexts
- in social contexts relevant to work
- face-to-face (this can include video-conferencing)
- by telephone/videophone/Web cam (this can include recorded messages)

Knowledge and skills

You can:

- K1 understand vocabulary in everyday use relevant to the occupational context in which you are using the language
- K2 understand set phrases in a fixed form expressing polite conventions (eg forms of address, greetings, thanks, leave-taking)
- K3 understand simple numerical data (eg numbers, prices, dates)
- K4 understand the infinitive (or other basic verb root) form, where appropriate to the language
- K5 understand simplest ways of expressing past, present and future tenses, where appropriate to the language, which you encounter regularly in your work
- K6 understand simple sentence structures for making positive and negative statements
- K7 understand simple, commonly used positive and negative question forms
- K8 understand simple, commonly used imperative forms for giving orders or instructions
- K9 understand simple link words in everyday use
- K10 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

UNIT S1 SPEAK USING SIMPLE LANGUAGE IN FAMILIAR WORK CONTEXTS

Unit overview

To achieve this unit, you show that you can use a limited range of simple words and sentences in familiar situations. You can, for example:

- simply describe your own and others' roles and responsibilities
- provide standard work-related information, eg products, services, orders, quantities
- handle simple exchanges, eg at a hotel reception desk or a shop counter
- express everyday emotions and preferences, using a limited range of set phrases

When you are using familiar vocabulary and set phrases, your language is generally accurate. In less predictable contexts, you may make some grammatical errors, but these do not prevent the listener from understanding your meaning.

Performance criteria

Element S1.1 Give simple, prepared statements or descriptions

When competent at this level you can:

- 1 use simple, set phrases to express personal or social facts
- 2 use simple, set phrases to express work-related facts
- 3 use simple, set phrases to express feelings, needs and preferences
- 4 use spoken conventions appropriate to the context

Element S1.2 Take part in simple, predictable conversations

When competent at this level you can:

- 1 use simple questions and responses to exchange information about familiar personal or social matters
- 2 use simple questions and responses to exchange information about familiar work-related matters
- 3 use simple, set phrases to express feelings, needs and preferences
- 4 use simple, set phrases to make requests and/or clarify understanding
- 5 use spoken conventions appropriate to the context

UNIT S1 SPEAK USING SIMPLE LANGUAGE IN FAMILIAR WORK CONTEXTS

Range of use

You can speak:

- in work contexts
- in social contexts relevant to work
- face-to-face (this can include video-conferencing)
- by telephone/videophone/Web cam

Knowledge and skills

You can:

- K1 use vocabulary in everyday use relevant to the occupational context in which you are using the language
- K2 use set phrases in a fixed form expressing polite conventions (eg forms of address, greetings, thanks, leave-taking)
- K3 use simple numerical data (eg numbers, prices, dates)
- K4 use the infinitive (or other basic verb root) form, where appropriate to the language
- K5 use simplest ways of expressing past, present and future tenses, where appropriate to the language, which you encounter regularly in your work
- K6 use simple sentence structures for making positive and negative statements
- K7 use simple, commonly used positive and negative question forms
- K8 use simple, commonly used imperative forms for giving orders or instructions
- K9 use simple link words in everyday use
- K10 pronounce the language clearly, so that a sympathetic native speaker would easily understand
- K11 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

UNIT R1 READ SIMPLE TEXT ON FAMILIAR WORK TOPICS

Unit overview

To achieve this unit, you show that you understand simply written text on familiar subjects. You can, for example:

- recognise vocabulary and phrases which describe familiar objects, eg equipment
- understand simple, common public notices
- identify the gist of simple articles, tourist or promotional material
- understand simple instructions, eg arrival and departure times, destinations

Performance criteria

Element R1.1 Extract information from signs, notices and simple correspondence

When competent at this level you can:

- 1 identify personal or social facts from text consisting of simple, set phrases
- 2 identify work-related facts from text consisting of simple, set phrases
- 3 understand simply expressed questions or requests
- 4 understand instructions or directions expressed using simple, set phrases
- 5 understand feelings, needs and preferences expressed using simple, set phrases
- 6 understand the main points of simple text

UNIT R1 READ SIMPLE TEXT ON FAMILIAR WORK TOPICS

Range of use

You can read:

- text relating to work
- text relating to relevant social activities
- signs or notices
- descriptive or promotional materials
- correspondence

Knowledge and skills

You can:

- K1 understand vocabulary in everyday use relevant to the occupational context in which you are using the language
- K2 understand set phrases in a fixed form expressing polite conventions (eg forms of address, greetings, thanks, leave-taking)
- K3 understand simple numerical data (eg numbers, prices, dates)
- K4 understand the infinitive (or other basic verb root) form, where appropriate to the language
- K5 understand simplest ways of expressing past, present and future tenses, where appropriate to the language, which you encounter regularly in your work
- K6 understand simple sentence structures for making positive and negative statements
- K7 understand simple, commonly used positive and negative question forms
- K8 understand simple, commonly used imperative forms for giving orders or instructions
- K9 understand simple link words in everyday use
- K10 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

UNIT W1 WRITE SIMPLE TEXT ON FAMILIAR WORK TOPICS

Unit overview

To achieve this unit, you show that you can write simple text to carry out familiar tasks. You can, for example:

- fill in simple questionnaires
- describe simply the key characteristics of products, services and organisations
- write simple messages to colleagues
- write simple faxes and e-mails, eg to book hotel accommodation

You can use a small number of memorised sentences, words and set phrases to create and adapt simple texts. When using familiar sentence structures and individual vocabulary items, eg in forms and lists, your writing is generally accurate. When creating simple text, you may make some errors, but these do not impair understanding.

Performance criteria

Element W1.1 Complete forms and create simple correspondence

When competent at this level you can:

- 1 use simple, set phrases to express familiar personal or social facts
- 2 use simple, set phrases to express familiar work-related facts
- 3 use simple, set phrases to ask for information or make requests
- 4 use simple, set phrases to provide instructions or directions
- 5 use simple, set phrases to express feelings, needs and preferences
- 6 use written conventions appropriate to the context

UNIT W1 WRITE SIMPLE TEXT ON FAMILIAR WORK TOPICS

Range of use

You can write:

- text relating to work
- text relating to relevant social activities
- to complete forms
- correspondence

Knowledge and skills

You can:

- K1 use vocabulary in everyday use relevant to the occupational context in which you are using the language
- K2 use set phrases in a fixed form expressing polite conventions (eg forms of address, greetings, thanks, leave-taking)
- K3 use simple numerical data (eg numbers, prices, dates)
- K4 use the infinitive (or other basic verb root) form, where appropriate to the language
- K5 use simplest ways of expressing past, present and future tenses, where appropriate to the language, which you encounter regularly in your work
- K6 use simple sentence structures for making positive and negative statements
- K7 use simple, commonly used positive and negative question forms
- K8 use simple, commonly used imperative forms for giving orders or instructions
- K9 use simple link words in everyday use
- K10 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

Level 2

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UNIT L2 LISTEN TO ROUTINE LANGUAGE IN EVERYDAY WORK CONTEXTS

Unit overview

To achieve this unit, you show that you understand routine language in everyday situations. You can, for example:

- handle routine exchanges of information about your area of work
- understand step-by-step instructions
- understand straightforward advice about everyday work matters
- follow straightforward directions

You can understand specific details from, and the general meaning of, a range of passages. You can understand standard speech, delivered at normal speed, with routine levels of sound or background interference.

Performance criteria

Element L2.1 Extract information from routine statements, descriptions or explanations

When competent at this level you can:

- 1 select specific personal or social details from descriptions or explanations, which combine simple structures and set phrases
- 2 select specific work-related details from routine statements or descriptions, which combine simple structures and set phrases
- 3 understand instructions or advice expressed through combinations of simple structures and set phrases
- 4 understand the main points of routine statements, explanations or descriptions

Element L2.2 Understand routine conversations

When competent at this level you can:

- 1 understand routine questions and responses about everyday personal or social topics
- 2 understand routine questions and responses about everyday work-related topics
- 3 understand requests expressed through combinations of simple structures and set phrases
- 4 understand views expressed through combinations of simple structures and set phrases
- 5 understand the main points of routine conversations

UNIT L2 LISTEN TO ROUTINE LANGUAGE IN EVERYDAY WORK CONTEXTS

Range of use

You can listen:

- in work contexts
- in social contexts relevant to work
- face-to-face (this can include video-conferencing)
- by telephone/videophone/Web cam (this can include recorded messages)
- to public announcements/standard broadcasts

Knowledge and skills

You can:

- K1 understand vocabulary in everyday use relevant to the occupational context in which you are using the language, and some common alternatives
- K2 understand set phrases in a fixed form expressing polite conventions (eg forms of address, greeting, leave-taking) and feelings (eg gratitude, regret, apology, annoyance)
- K3 understand routine numerical data (eg quantity, prices, dates)
- K4 understand the infinitive (or other basic verb root) form and the use of this with other verbs, where appropriate to the language
- K5 understand simple ways of expressing past, present and future tenses, where appropriate to the language
- K6 understand sentence structures for making positive and negative statements
- K7 understand commonly used positive and negative question forms
- K8 understand the imperative form
- K9 understand commonly used conditional forms, where appropriate to the language
- K10 understand a range of link words in everyday use, eg 'because', 'however'
- K11 understand compound sentences (eg 'This is the room (that) I booked.')
- K12 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

UNIT S2 SPEAK USING ROUTINE LANGUAGE IN EVERYDAY WORK CONTEXTS

Unit overview

To achieve this unit, you show that you can use routine language in everyday situations. You can, for example:

- give brief descriptions of work or personal circumstances
- provide information about products and systems
- exchange routine advice about your area of work
- give short reports on everyday problems or complaints

Your language is generally accurate and you make only minor grammatical errors, which do not obscure your meaning. If you do not have the vocabulary, or the other person does not understand, you find alternative ways of expressing information.

Performance criteria

Element S2.1 Give routine descriptions or explanations

When competent at this level you can:

- 1 use and combine simple structures and set phrases to provide personal or social information
- 2 use and combine simple structures and set phrases to provide work-related information
- 3 use and combine simple structures and set phrases to provide instructions or advice
- 4 use spoken conventions appropriate to the context

Element S2.2 Take part in routine conversations

When competent at this level you can:

- 1 use and combine simple structures and common expressions to initiate and maintain contact with others
- 2 use routine questions and responses to exchange information about everyday personal or social matters
- 3 use routine questions and responses to exchange information about everyday work-related matters
- 4 use and combine simple structures and set phrases to make requests and/or clarify understanding
- 5 use and combine simple structures and set phrases to express views
- 6 use spoken conventions appropriate to the context

UNIT S2 SPEAK USING ROUTINE LANGUAGE IN EVERYDAY WORK CONTEXTS

Range of use

You can speak:

- in work contexts
- in social contexts relevant to work
- face-to-face (this can include video-conferencing)
- by telephone/videophone

Knowledge and skills

You can:

- K1 use vocabulary in everyday use relevant to the occupational context in which you are using the language, and some common alternatives
- K2 use set phrases in a fixed form expressing polite conventions (eg forms of address, greeting, leave-taking) and feelings (eg gratitude, regret, apology, annoyance)
- K3 use routine numerical data (eg quantity, prices, dates)
- K4 use the infinitive (or other basic verb root) form with other verbs, where appropriate to the language
- K5 use simple ways of expressing past, present and future tenses, where appropriate to the language
- K6 use sentence structures for making positive and negative statements
- K7 use commonly used positive and negative question forms
- K8 use the imperative form
- K9 use commonly used conditional forms, where appropriate to the language
- K10 use a range of link words in everyday use, eg 'because', 'however'
- K11 use compound sentences (eg 'This is the room (that) I booked.')
- K12 use appropriate intonation and pronunciation to express meaning clearly
- K13 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

UNIT R2 READ ROUTINE TEXT ON EVERYDAY WORK TOPICS

Unit overview

To achieve this unit, you show that you understand a range of routine materials on everyday matters. You can, for example:

- understand routine letters, e-mails and faxes relating to your area of work
- understand the broad outline of announcements, eg job vacancies, advertisements
- understand straightforward safety regulations
- pick out relevant details and grasp the gist of articles and reports on everyday topics

Performance criteria

Element R2.1 Extract information from routine notices, reports and correspondence

When competent at this level you can:

- 1 extract factual information written using simple structures and set phrases
- 2 understand enquiries or requests written using simple structures and set phrases
- 3 understand instructions or advice written using simple structures and set phrases
- 4 understand views expressed using simple structures and set phrases
- 5 scan routine text to extract relevant details
- 6 understand the main points of routine text

UNIT R2 READ ROUTINE TEXT ON EVERYDAY WORK TOPICS

Range of use

You can read:

- text relating to work
- text relating to relevant social activities
- signs or notices
- articles or reports
- correspondence

Knowledge and skills

You can:

- K1 understand vocabulary in everyday use relevant to the occupational context in which you are using the language, and some common alternatives
- K2 understand set phrases in a fixed form expressing polite conventions (eg forms of address, greeting, leave-taking) and feelings (eg gratitude, regret, apology, annoyance)
- K3 understand routine numerical data (eg quantity, prices, dates)
- K4 understand the infinitive (or other basic verb root) form and the use of this with other verbs, where appropriate to the language
- K5 understand simple ways of expressing past, present and future tenses, where appropriate to the language
- K6 understand sentence structures for making positive and negative statements
- K7 understand commonly used positive and negative question forms
- K8 understand the imperative form
- K9 understand commonly used conditional forms, where appropriate to the language
- K10 understand a range of link words in everyday use, eg 'because', 'therefore'
- K11 understand compound sentences (eg 'This is the room (that) I booked.')
- K12 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

UNIT W2 WRITE ROUTINE TEXT ON EVERYDAY WORK TOPICS

Unit overview

To achieve this unit, you show that you can produce routine text to carry out everyday tasks. You can, for example:

- create plans for routine activities, eg lists of tasks and deadlines
- produce simple, step-by-step instructions
- describe the key characteristics of products or services in your area of work
- create standard letters, faxes and e-mails, eg to enquire about availability or make orders

You can produce continuous short texts, combining mainly set phrases and familiar language. When writing formal text, you write accurately but with the support of standard models (eg templates) and reference material as necessary. When writing informal text, eg messages, you may make some grammar and spelling errors but these do not impair understanding.

Performance criteria

Element W2.1 Create routine records, reports and correspondence

When competent at this level you can:

- 1 use and combine simple structures and set phrases to record routine information
- 2 use and combine simple structures and set phrases to make enquiries or requests
- 3 use and combine simple structures and set phrases to write instructions or advice
- 4 use and combine simple structures and set phrases to express views
- 5 use written conventions appropriate to the context

UNIT W2 WRITE ROUTINE TEXT ON EVERYDAY WORK TOPICS

Range of use

You can write:

- text relating to work
- text relating to relevant social activities
- to compile records
- to complete structured, fixed format reports
- formal correspondence
- informal correspondence

Knowledge and skills

You can:

- K1 use vocabulary in everyday use relevant to the occupational context in which you are using the language, and some common alternatives
- K2 use set phrases in a fixed form expressing polite conventions (eg forms of address, greeting, leave-taking) and feelings (eg gratitude, regret, apology, annoyance)
- K3 use routine numerical data (eg quantity, prices, dates)
- K4 use the infinitive (or other basic verb root) form with other verbs, where appropriate to the language
- K5 use simple ways of expressing past, present and future tenses, where appropriate to the language
- K6 use sentence structures for making positive and negative statements
- K7 use commonly used positive and negative question forms
- K8 use the imperative form
- K9 use commonly used conditional forms, where appropriate to the language
- K10 use a range of link words in everyday use, eg 'because', 'therefore'
- K11 use compound sentences (eg 'This is the room (that) I booked.')
- K12 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

Level 3

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UNIT L3 LISTEN TO VARIED LANGUAGE IN A RANGE OF WORK CONTEXTS

Unit overview

To achieve this unit, you show that you can understand information, ideas and opinions expressed in a range of work-related and relevant social contexts. You can, for example:

- understand issues and concerns relating to your area of work
- follow uncomplicated negotiations
- understand the main points and relevant details of news items, interviews and documentaries
- understand most social conversation provided there are common interests

You can extract specific details and grasp the overall meaning of a range of extended passages spoken at normal speed and in normally used social and work registers.

Performance criteria

Element L3.1 Understand varied accounts, reports and instructions

When competent at this level you can:

- 1 extract factual information from accounts or reports delivered using a variety of expressions and sentence structures
- 2 understand instructions or advice delivered using a variety of expressions and sentence structures
- 3 identify opinions delivered using varied expressions and sentence structures, and distinguish them from other information
- 4 select relevant details from varied accounts or reports
- 5 understand the main points of varied accounts or reports

Element L3.2 Understand varied discussions

When competent at this level you can:

- 1 extract factual information from discussions in which speakers use a variety of expressions and sentence structures
- 2 identify opinions, delivered using varied expressions and sentence structures, and distinguish them from other information
- 3 understand requests and enquiries, delivered using varied expressions and sentence structures
- 4 extract relevant details from varied discussions
- 5 understand the main points of varied discussions

UNIT L3 LISTEN TO VARIED LANGUAGE IN A RANGE OF WORK CONTEXTS

Range of use

You can listen:

- in work contexts
- in social contexts relevant to work
- face-to-face (this can include video-conferencing)
- by telephone/videophone/Web cam (this can include recorded messages)
- to standard broadcast items
- in formal settings
- in informal settings

Knowledge and skills

You can:

- K1 understand a wide variety of work-related and social vocabulary
- K2 understand a range of polite forms of address, greeting and leave-taking and expressions of gratitude, regret, apology, annoyance
- K3 understand some less commonly used, technical terms relevant to your area of work
- K4 understand numerical data
- K5 understand a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language
- K6 understand the present, past, future and conditional aspects, where appropriate to the language
- K7 understand commonly used sentence structures in their positive, negative, imperative and interrogative forms
- K8 understand a range of complex sentence combinations, of which some are rehearsed models
- K9 understand a wide range of linking language, eg 'although', 'provided that...'
- K10 understand alternative terms and structures which modify register for different audiences and contexts
- K11 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

UNIT S3 SPEAK USING VARIED LANGUAGE IN A RANGE OF WORK CONTEXTS

Unit overview

To achieve this unit, you show that you can express information, ideas and opinions in a range of work-related and relevant social contexts. You can, for example:

- present information informally
- maintain a business relationship
- exchange information and advice to solve work-related problems
- manage uncomplicated negotiations

You have a good command of vocabulary and can use and adapt grammatical structures as appropriate. When you speak using essential grammar, you make very few mistakes, but you may make more errors when attempting to use more complex structures. If you do not have the vocabulary, or the other person does not understand, you find alternative, correct ways of expressing information.

Performance criteria

Element S3.1 Give varied accounts, reports and instructions

When competent at this level you can:

- 1 use a variety of expressions and sentence structures to provide information
- 2 use a variety of expressions and sentence structures to provide instructions or advice
- 3 use a variety of expressions and sentence structures to express opinions
- 4 modify language and register as appropriate to the context and your relationship with others

Element S3.2 Take part in varied discussions

When competent at this level you can:

- 1 use a variety of expressions and sentence structures to contribute to discussions
- 2 use a variety of expressions and sentence structures to exchange information
- 3 use a variety of expressions and sentence structures to make requests or enquiries
- 4 use a variety of expressions and sentence structures to exchange opinions
- 5 modify language and register as appropriate to the context and your relationship with others

UNIT S3 SPEAK USING VARIED LANGUAGE IN A RANGE OF WORK CONTEXTS

Range of use

You can speak:

- in work contexts
- in social contexts relevant to work
- face-to-face (this can include video-conferencing)
- by telephone/videophone/Web cam
- in formal settings
- in informal settings

Knowledge and skills

You can:

- K1 use a wide variety of work-related and social vocabulary
- K2 use a range of polite forms of address, greeting and leave-taking and expressions of gratitude, regret, apology, annoyance
- K3 use some less commonly used, technical terms relevant to your area of work
- K4 use numerical data
- K5 use a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language
- K6 use the present, past, future and conditional aspects, where appropriate to the language
- K7 use commonly used sentence structures in their positive, negative, imperative and interrogative forms
- K8 use a range of complex sentence combinations, of which some are rehearsed models
- K9 use a wide range of linking language, eg 'although', 'provided that...'
- K10 use alternative terms and structures which modify register for different audiences and contexts
- K11 use appropriate intonation and emphasis
- K12 pronounce the language clearly
- K13 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

UNIT R3 READ VARIED TEXT ON A RANGE OF WORK TOPICS

Unit overview

To achieve this unit, you show that you understand varied text on a range of work-related and relevant social matters. You can, for example:

- deal with non-routine letters within your area of work
- compare information about products and services within your area of work
- understand technical specifications for products and services within your area of work
- understand newspaper articles relating to general matters

You can handle a range of materials, in a variety of formats and registers. You can scan texts for required details and bring together information, ideas and opinions in order to understand their overall meaning.

Performance criteria

Element R3.1 Understand varied articles, reports and correspondence

When competent at this level you can:

- 1 understand factual information conveyed using a variety of expressions and sentence structures
- 2 understand enquiries or requests written using a variety of expressions and sentence structures
- 3 understand instructions or advice written using a variety of expressions and sentence structures
- 4 scan varied text to extract all relevant details
- 5 understand the overall meaning of varied text
- 6 distinguish between information, ideas and opinions expressed

UNIT R3 READ VARIED TEXT ON A RANGE OF WORK TOPICS

Range of use

You can read:

- in work contexts
- in social contexts relevant to work
- signs or notices
- articles or reports
- correspondence

Knowledge and skills

You can:

- K1 understand a wide variety of work-related and social vocabulary
- K2 understand a range of polite forms of address, greeting and leave-taking and expressions of gratitude, regret, apology, annoyance
- K3 understand some less commonly used, technical terms relevant to your area of work
- K4 understand numerical data
- K5 understand a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language
- K6 understand the present, past, future and conditional aspects, where appropriate to the language
- K7 understand commonly used sentence structures in their positive, negative, imperative and interrogative forms
- K8 understand a range of complex sentence combinations, of which some are rehearsed models
- K9 understand a wide range of linking language, eg 'although', 'provided that...'
- K10 understand alternative terms and structures which modify register for different audiences and contexts
- K11 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

UNIT W3 WRITE VARIED TEXT ON A RANGE OF WORK TOPICS

Unit overview

To achieve this unit, you show that you can produce varied text to carry out a range of work-related and relevant social tasks. You can, for example:

- produce a range of business correspondence
- structure and produce reports, expressing both facts and opinions
- produce operating instructions for familiar pieces of equipment

You can produce text of varying lengths and adapt your style of writing as appropriate to the subject and readers. Your formal writing is for the most part technically accurate. Any errors you make do not interfere with the reader's overall understanding.

Performance criteria

Element W3.1 Write varied summaries, reports and correspondence

When competent at this level you can:

- 1 use a variety of expressions and sentence structures to provide factual information
- 2 use a variety of expressions and sentence structures to give instructions or advice
- 3 use a variety of expressions and sentence structures to make enquiries
- 4 use a variety of expressions and sentence structures to express opinions
- 5 modify language and register as appropriate to the context and your relationship with the readers

UNIT W3 WRITE VARIED TEXT ON A RANGE OF WORK TOPICS

Range of use

You can write:

- text relating to work
- text relating to relevant social activities
- summaries, accounts or reports
- correspondence
- in formal formats
- in informal formats

Knowledge and skills

You can:

- K1 use a wide variety of work-related and social vocabulary
- K2 use a range of polite forms of address, greeting and leave-taking and expressions of gratitude, regret, apology, annoyance
- K3 use some less commonly used, technical terms relevant to your area of work
- K4 use numerical data
- K5 use a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language
- K6 use the present, past, future and conditional aspects, where appropriate to the language
- K7 use commonly used sentence structures in their positive, negative, imperative and interrogative forms
- K8 use a range of complex sentence combinations, of which some are rehearsed models
- K9 use a wide range of linking language, eg 'although', 'provided that...'
- K10 use alternative terms and structures which modify register for different audiences and contexts
- K11 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

Level 4

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UNIT L4 LISTEN TO COMPLEX LANGUAGE IN A WIDE RANGE OF WORK CONTEXTS

Unit overview

To achieve this unit, you show that you can handle all aspects of everyday work, except where these are outside your own area of expertise. You have the language skills to operate independently and at a professional level in the target language. You can, for example:

- follow discussions and debates
- understand all complaints and problems within your area of work
- participate in negotiations relating to your area of work
- handle a wide range of social interactions in formal and informal settings

You can extract complex information from a wide range of sources, spoken at normal speed. You can handle a range of familiar accents, formal and informal language (including technical vocabulary) and colloquialisms.

Performance criteria

Element L4.1 Understand complex presentations or talks

When competent at this level you can:

- 1 extract all relevant information from presentations or talks, expressed in complex language
- 2 follow arguments and lines of reasoning expressed in complex language
- 3 understand questions and responses related to presentations
- 4 identify information about the urgency and priority of requirements
- 5 identify opinions and values expressed in complex language and distinguish them from other information

Element L4.2 Understand complex discussions

When competent at this level you can:

- 1 extract all relevant information from discussions in which speakers use complex language
- 2 follow arguments and lines of reasoning expressed in complex language
- 3 understand questions, comments and responses expressed in complex language
- 4 identify opinions and values expressed in complex language and distinguish them from other information
- 5 identify any apparent ambiguities in what is said

UNIT L4 LISTEN TO COMPLEX LANGUAGE IN A WIDE RANGE OF WORK CONTEXTS

Range of use

You can listen:

- in work contexts
- in social contexts relevant to work
- face-to-face (this can include video-conferencing)
- by telephone/videophone (this can include recorded messages)
- to standard broadcast items
- in formal settings
- in informal settings

Knowledge and skills

You can:

- K1 understand vocabulary to deal with most matters within your area of work, including colloquialisms used in business and social contexts
- K2 understand a wide range of less commonly-used technical terms relevant to your area of work
- K3 understand all tenses, aspects and moods of verbs
- K4 understand all sentence structures, except the most complex or obscure
- K5 understand a wide range of alternative terms and structures which express standard, colloquial, formal and informal registers
- K6 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

UNIT S4 SPEAK USING COMPLEX LANGUAGE IN A WIDE RANGE OF WORK CONTEXTS

Unit overview

To achieve this unit, you show that you can handle all aspects of everyday work, except where these are outside your own area of expertise. You have the language skills to operate independently and at a professional level in the target language. You can, for example:

- make complex presentations and clarify any technical issues which may arise
- negotiate in formal meetings, for example, to reach decisions or solve problems
- initiate, stimulate and maintain conversations on a wide variety of topics

You can use a wide variety of idioms and expressions, and technical language relevant to your area of work. You speak fluently over an extended period of time and can handle most complex language structures. When you use less common expressions or operate outside your area of expertise, you may make minor errors but you can find alternative ways of expressing unfamiliar technical terms.

Performance criteria

Element S4.1 Deliver complex, prepared talks

When competent at this level you can:

- 1 prepare talks which require use of complex language and are appropriate to the subject matter and context
- 2 use complex language to present facts, ideas and opinions
- 3 use complex language to set out supporting arguments
- 4 respond to questions or comments from the audience
- 5 use register, technical language and idiom as appropriate to the subject matter, context and your relationship with others
- 6 produce fluent, sustained speech

Element S4.2 Take part in complex discussions and meetings

When competent at this level you can:

- 1 use complex language to contribute spontaneously to discussions
- 2 use complex language to exchange facts, ideas and opinions
- 3 use complex language to produce and respond to questions, comments and arguments
- 4 clarify own understanding or confirm others' understanding, eg of specialised terms
- 5 use register, technical language and idiom as appropriate to the subject matter, context and your relationship with others
- 6 interact using fluent, sustained speech

UNIT S4 SPEAK USING COMPLEX LANGUAGE IN A WIDE RANGE OF WORK CONTEXTS

Range of use

You can speak:

- in work contexts
- in social contexts relevant to work
- face-to-face (this can include video-conferencing)
- by telephone/videophone/Web cam
- in informal settings
- in formal settings

Knowledge and skills

You can:

- K1 use vocabulary to deal with most matters within your area of work, including colloquialisms used in business and social contexts
- K2 use a wide range of less commonly-used technical terms relevant to your area of work
- K3 use all tenses, aspects and moods of verbs
- K4 use all sentence structures, except the most complex or obscure
- K5 use a wide range of alternative terms and structures which express standard, colloquial, formal and informal registers
- K6 use pronunciation close to that of a native speaker
- K7 use intonation appropriate to the meaning and nuance you intend to convey
- K8 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

UNIT R4 READ COMPLEX TEXT ON A WIDE RANGE OF WORK TOPICS

Unit overview

To achieve this unit, you show that you can handle all aspects of everyday work, except where these are outside your own area of expertise. You have the language skills to operate independently and at a professional level in the target language. You can, for example:

- understand articles on subjects within your area of work
- follow technical specifications for goods, services or systems within your area of work
- understand performance evaluations relevant to your area of work
- handle complaints or problems relating to your area of work

You can understand a wide range of materials, including documents which are complex or technical, within your area of expertise. You can scan complex texts rapidly to find relevant information. You may occasionally miss nuances but can normally draw out inferences from text containing implicit messages or opinions.

Performance criteria

Element R4.1 Understand complex reports, proposals and correspondence

When competent at this level you can:

- 1 extract all relevant information from complex text
- 2 skim complex text to grasp the overall meaning
- 3 scan complex text to extract specific details
- 4 identify opinions and values and distinguish them from other information expressed
- 5 identify information about the urgency and priority of requirements
- 6 identify social references and the level of formality of the text and their implications for an accurate reading of the text
- 7 handle extended passages of text

UNIT R4 READ COMPLEX TEXT ON A WIDE RANGE OF WORK TOPICS

Range of use

You can read:

- text relating to your area of work
- text relating to relevant social activities
- articles, reports or proposals
- manuals or training materials
- formal correspondence
- informal correspondence

Knowledge and skills

You can:

- K1 understand vocabulary to deal with most matters within your area of work, including colloquialisms used in business and social contexts
- K2 understand a wide range of less commonly-used technical terms relevant to your area of work
- K3 understand all tenses, aspects and moods of verbs
- K4 understand all sentence structures, except the most complex or obscure
- K5 understand a wide range of alternative terms and structures which express standard, colloquial, formal and informal registers
- K6 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

UNIT W4 WRITE COMPLEX TEXT ON A WIDE RANGE OF WORK TOPICS

Unit overview

To achieve this unit, you show that you can handle all aspects of everyday work, except where these are outside your own area of expertise. You have the language skills to operate independently and at a professional level in the target language. You can, for example:

- draft organisational plans or strategies
- write evaluations of individual or team performance
- provide product information, complex advice or instructions within your area of work
- exchange complex business correspondence

You can express views, opinions and arguments on a range of topics. You can write accurately and appropriately for different audiences. You may occasionally miss nuances but the reader will easily understand your overall meaning.

Performance criteria

Element W4.1 Write complex reports, proposals and correspondence

When competent at this level you can:

- 1 use complex language to present factual information
- 2 use complex language to express ideas and opinions
- 3 use complex language to set out supporting arguments
- 4 select vocabulary, styles and structures to express meaning clearly and succinctly
- 5 adapt and use idiom and register as appropriate to the subject matter, context and your relationship with readers
- 6 produce extended passages of text

UNIT W4 WRITE COMPLEX TEXT ON A WIDE RANGE OF WORK TOPICS

Range of use

You can write:

- text relating to your area of work
- text relating to relevant social activities
- articles, reports or specifications
- proposals or plans
- formal correspondence
- informal correspondence

Knowledge and skills

You can:

- K1 use vocabulary to deal with most matters within your area of work, including colloquialisms used in business and social contexts
- K2 use a wide range of less commonly-used technical terms relevant to your area of work
- K3 use all tenses, aspects and moods of verbs
- K4 use all sentence structures, except the most complex or obscure
- K5 use a wide range of alternative terms and structures which express standard, colloquial, formal and informal registers
- K6 use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary

SIMULATED ACTIVITIES

When it is not possible to gather evidence in the workplace (for example, because the evidence is commercially sensitive, or because it is impractical to ask the assessor to wait for naturally occurring evidence, or because the candidate does not have access to a workplace) centres may use simulated evidence.

Where gaps in workplace evidence have been identified, simulations can also be used to meet each candidate's requirements. Language tasks can be natural even though the environment is simulated and they should not be scripted or rehearsed. Simulations from this pack may be used and adapted as appropriate to the candidate's circumstances.

About the simulations

- **The example simulations have been written to yield evidence primarily for one skill. This makes them particularly appropriate for those who are using simulations to fill particular gaps in their candidates' portfolios of evidence.**
- **Most of these simulations can be adapted to assess an additional skill for example, listening tasks may be extended to assess writing or speaking skills in an integrated manner.**
- Some of the simulations are provided in French, German, Spanish and Italian to illustrate the level of language required. Examples of role plays and written documents are given. The examples given are grammatically correct*, but there is no expectation that a candidate's performance should be of the same standard. (It is expected that the standard of the candidate's performance meets the requirements of the unit and takes account of the assessment guidance.)
- The simulations designed for the Listening units can be recorded. They must be recorded at an appropriate speed (please refer to the unit overview). A candidate may listen to the material more than once to check understanding. In a real working environment where real listening material is used the candidate may seek clarification verbally.
- In general, the simulations can be adapted for use in any language and contextualised according to the candidate's occupation.

*The content of a small number of these simulations has made it necessary to establish the gender of some of the participants so that the appropriate agreements can be used, for example, in Simulation 3 – French, page 99, the candidate is male and the visitor is female:

Candidate: Je suis vraiment **désolé** mais Monsieur Johnson est toujours en réunion pour l'instant. Il sait que vous êtes ici il viendra vous chercher dans un instant.

Visitor: Pas de problème, je ne suis pas **pressée**.

Planning and constructing your own simulations

Centres may adapt the simulations given or construct their own. Guidance on how to construct simulations is given the section **guidance on constructing simulated activity**.

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SIMULATIONS INDEX

NVQ level	Skill	Element	Simulation number and title
1 1	Reading Reading	R1.1 R1.1	1 Updating hotel information and sample pro-forma 2 Arrangements for meeting and sample diary
2 2	Speaking Speaking	S2.1; S2.2 S2.1; S2.2	3 Greeting a visitor to a company 4 Opinions about travel/transport
2 2	Writing Writing	W2.1 W2.1	5 Email and sample format 6 Letter making a hotel booking
3	Listening	L3.2	7 Planning a visit and sample pro-forma
4 4	Speaking Speaking	S4.2 S4.1	8 Discussion on interviewees 9 Presentation on a town-twinning visit

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SIMULATION 1 - English

READING - LEVEL 1

Element R1.1: Extract information from signs, notices and simple correspondence

Sections covered: Performance criteria: 1, 2, 6

Range of use:

- Text relating to work
- Descriptive or promotional material

The candidate works (or is on work placement) at a local travel agency. The agency receives promotional information from a popular hotel about its new leisure facilities, prices and special weekend breaks. The candidate must enter the information onto the travel agency's records.

To demonstrate understanding of the information, the candidate may enter the following information in English into the database kept by the travel agency. Alternatively, the assessor may record the candidate's verbal responses on the pro-forma:

Sample record sheet or pro-forma:

Hotel name	
Address	
Fax	
Telephone	
Email address	
Number of rooms	
Hotel facilities	
Price range	
Other comments	

(Note: The internet provides details of many hotels which can be used as a source of material. The source material must match the performance criteria, for example, the information to be extracted must be presented in the source material as simple and commonly used expressions).

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SIMULATION 2 - English

READING - LEVEL 1

Element R1.1: Extract information from signs, notices and simple correspondence

Sections covered: Performance criteria: 1, 2, 3, 4, 5, 6

Range of use:

- Text relating to work
- Text relating to relevant social activities
- correspondence

The candidate works as a personal assistant in an office. They receive an urgent email from a foreign client asking to change the time and place of a meeting arranged for the following week. The candidate must check the manager's schedule and should amend the diary in English using the sample diary provided. Alternatively, the assessor may record the candidate's verbal response in the diary.

(As an extension to this exercise, the candidate could discuss the email with their manager and reply to the client to confirm the details.)

Sample message:

----- message follows -----

Date sent: Tue, 04 Jul 2*** 12:19:32 +0100
 From: Peter Smith <lsx888@cov.org.uk>
 Organisation: Johnson Hydraulics
 To: John Reilly <j.reilly@johnsonhydraulics.co.uk>
Subject: Meeting next week: URGENT

John,

Very sorry to tell you, but I now cannot attend our meeting next week at the agreed time. Can we meet later on the same day, Friday 14th?

I travel back from Scotland on the 14th, so perhaps we can meet at the King's Hotel, just off the A46, at lunch time – around 12.30. Please let me know if this is okay, or not.

Look forward to seeing you then.

Thanks

Peter

continued next page

SIMULATION 2 - English (continued)

Sample diary:

This is the original diary which must be amended in English in the light of the email.

Week beginning
MONDAY 10 10.15-12.15 Meeting with Mr Castle (A.N. LTD.)
TUESDAY 11 Out at conference in London – all day
WEDNESDAY 12 9.00-10.30 J. Jones – Appraisal Review 2.00-4.30 K. Walton – Sales dept. review
THURSDAY 13 Manchester all day S. Grigson – Purchasing dept. review
FRIDAY 14 11.00 Meeting with Peter Smith

SIMULATION 3 - English

SPEAKING - LEVEL 2

Element S2.1: Give routine descriptions or explanations

Sections covered: Performance criteria: 2, 3, 4

Element S2.2: Take part in routine conversations

Sections covered: Performance criteria: 1, 2, 3, 4, 5, 6

Range of use:

- In work contexts
- In social contexts relevant to work
- Face-to-face

The candidate is asked to meet and greet a foreign visitor to their company and to make the visitor welcome until the manager finishes a meeting in progress.

Candidates are advised to:

- introduce themselves
- apologise and explain the reason for the delay
- offer some refreshments
- ask about the flight
- outline the programme for the day.

Sample dialogue (2 speakers required):

*The name of the foreign visitor must be chosen and made known to the candidate before the activity begins.

Candidate: Hello, you must be *(name of visitor*)*. Very nice to see you here.

Visitor: *Thank you.*

Candidate: I'm very sorry, but Mr Johnson is still in a meeting at the moment. He knows you are here and will come down to meet you very soon.

Visitor: *No problem, that's fine, I'm not in a rush.*

Candidate: Can I offer you something to drink, tea, coffee...?

Visitor: *Coffee would be good; white, please, no sugar.*

Candidate: Did you have a good flight?

Visitor: *Yes, it all went very well, thanks, no delays.*

Candidate: Perhaps I can tell you what we suggest for today. Mr Johnson would like to show you round our factory and introduce you to some colleagues, then he would like to invite you for lunch at a local restaurant before the planning meeting this afternoon.

Visitor: *Thank you, that sounds excellent.*

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SIMULATION 4 - English

SPEAKING - LEVEL 2

Element S2.1: Give routine descriptions or explanations

Sections covered: Performance criteria: 1, 3, 4

Element S2.2: Take part in routine conversations

Sections covered: Performance criteria: 1, 2, 3, 4, 5, 6

Range of use:

- In social contexts relevant to work
- Face-to-face

The candidate is attending a one day exhibition in Birmingham. The candidate meets a colleague from another company, and they talk about their respective journeys to the Exhibition Centre. They discuss a number of areas such as:

- how they got there
- how long the journey took
- the reason why the journey took longer than expected
- the amount of traffic on the roads
- the price of fuel in the UK
- the availability and price of public transport.

Sample dialogue (2 speakers required):

Candidate: Have you come far this morning?

Colleague: Well I came up last night actually. I had to come from near Exeter and it's quite a long journey. How about you?

Candidate: I drove here from Manchester this morning.

Colleague: How long does it take to drive here from Manchester?

Candidate: The journey took over two hours today. The journey is usually okay, but you never know how busy the motorway will be. There were a lot of road works on the M6 today. Did you drive here from Exeter?

Colleague: No, I came by train. As you say, the roads are so busy these days.

Candidate: Was it easy to get here by train?

Colleague: Not too bad. I had to change trains twice. But the cost of the ticket was so expensive.

Candidate: Yes, all travel is very expensive now. The price of petrol just keeps going up.

continued next page

SIMULATION 4 - English (continued)

Colleague: Yes, you can imagine how difficult it is becoming for people who live in the rural areas around Exeter.

Candidate: What is public transport like? Do people in the country use public transport instead of their cars?

Colleague: It's very difficult. There aren't many buses at all in the evenings, so people have to rely more and more on their cars. Buses are also very expensive.

Candidate: Yes, it is getting impossible to rely entirely on public transport.

SIMULATION 5 - English

WRITING - LEVEL 2

Element W2.1: Create routine records, reports and correspondence

Sections covered: Performance criteria: 2, 3, 5

Range of use:

- Text relating to work
- Text relating to relevant social activities
- Informal correspondence

The candidate works for a large travel agency and wants to contact a colleague who has recently moved to another branch. As it is always difficult to reach them by phone, the candidate sends a short email. Using the sample email format provided:

- ask for details about the new branch and the new job
- suggest you meet at a suitable place and time
- ask them to confirm
- end the message in a friendly and suitable way.

Sample email:

----- message follows -----

Date sent: Wed 21 Jun 2*** 10:18:43 +0100
 From: [candidate] <travel.bham@yemail.co.uk>
 Organisation: Sunshine Travel
 To: [colleague's name] @travel.cov@yemail.co.uk>
Subject: Re: Meeting for lunch

Hi David!

How's the new job going? Where is the new branch exactly? Is it near the High Street?

Perhaps we can meet for lunch next Wednesday at the College Arms pub. I'll be visiting the Coventry office in the morning, so I suggest 12 o'clock.

Let me know if this is convenient for you.

Looking forward to hearing your news then.

Regards

Laura

SIMULATION 5 – English (continued)

Sample email format:

This should be completed in English.

----- message follows -----

Date sent: Wed 21 Jun 2*** 10:18:43 +0100
From: [candidate] <travel.bham@yamil.co.uk>
Organisation: Sunshine Travel
To: [colleague's name] @travel.cov@yamil.co.uk>
Subject: Re:

SIMULATION 6 - English

WRITING - LEVEL 2

Element W2.1: Create routine records, reports and correspondence

Sections covered: Performance criteria: 1, 2, 3, 4, 5

Range of use:

- Text relating to work
- Formal correspondence

The candidate is planning to visit Plymouth for work purposes. The candidate must compose a letter to send to a hotel recommended by a friend and must:

- give details of requirements for room/facilities/length of stay etc
- ask for confirmation and prices
- give expected arrival time
- check on availability of food/restaurant opening hours
- use appropriate written conventions to start and end the letter.

Sample letter:

12 Warwick Crescent
Tamworth
Staffs

3 November 2***

The Manager
Royal Hotel
6 The Parade
Plymouth
PL12 6RF

Dear Sir/Madam

I would be grateful if you could book a single room for me for four nights arriving on 12 November and departing on 16 November. If possible, I would prefer a quiet room with a shower. Please confirm the reservation and inform me of the cost of the room as soon as possible.

I will be driving to Plymouth from Leeds in the afternoon and expect to arrive around 9.30pm. I would also appreciate it if you could let me know if the restaurant will still be open at this time.

Thank you for your assistance.

Yours faithfully

Anna Watson

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SIMULATION 7 - English

LISTENING - LEVEL 3

Element L3.2: Understand varied discussions

Sections covered: Performance criteria: 1, 2, 3, 4, 5

Range of use:

- In work contexts
- In formal settings
- Face-to-face

The candidate is working as an administrative assistant in the International Office of a university. The International Manager and a colleague are planning a visit by a delegation of potential overseas clients.

The candidate is asked to listen to the main points of the discussion between the International Manager and colleague and note the main points of the discussion in English, ie specific details such as times, locations, activities etc, on the pro-forma provided. The candidate may record the main points in English or the assessor may record the candidate's verbal responses on the pro-forma.

(A follow-up activity may be to produce a draft action plan for the day, using the notes made.)

Sample dialogue (2 speakers required plus candidate as note taker):

Speaker A: Thanks for making time to meet. I shan't keep you long, but we need to sort out the programme for the visit by overseas clients next Friday – that's the first of November isn't it?

Speaker B: Yes – November already! Well, their train gets in at ten fifteen am, and Sam King is going to meet them at the station, so I suggest we kick off at ten thirty with coffee and an introduction to key members of staff. That would be best in room B6. We'll keep it informal and chatty and then I thought we could show them the university video, by way of an introduction.

Speaker A: That's a good idea. I'll book the video room for eleven. We'll need to leave time for a visit to the design centre, however, as I know John Webb is out all afternoon.

Speaker B: Well, we could go there straight after the video presentation. Let's put that in for eleven thirty. There's a lot to see there and John puts on a very good tour, so that should easily take us up to lunch at twelve thirty!

Speaker A: I suggest we use the staff restaurant for lunch as it's less busy.

Speaker B: I agree. I must remember to book it. So, after lunch, can we start with the tour of the campus?

continued next page

SIMULATION 7 - English (continued)

Speaker A: Yes – we could begin that at one forty five pm: it needn't take too long, but we must show off our new student library!

Speaker B: Fine. Shall we arrange a look at student accommodation at two fifteen?

Speaker A: Yes. Can we follow that with a quick walk through the new conference facilities at two forty five?

Speaker B: Perfect. We can then meet back in B6 at three for a cup of tea and a chance to discuss possible educational links in the light of what they've seen.

Speaker A: Their train doesn't leave until four ten pm, so that should give us enough time to chat things over and run them down to the station about three forty five.

Speaker B: Good. Sounds like quite a full day!

continued next page

SIMULATION 7 - English (continued)

Sample pro-forma for completion in English:

Visit date:	
Arrival time of train:	
Name of person who will meet visitors:	
Start time & place: & activity:	
Further times & activities:	
Lunch arrangements:	
Afternoon timings, locations & activities:	

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SIMULATION 8 - English

SPEAKING - LEVEL 4

Element S4.2: Take part in complex discussions and meetings

Sections covered: Performance criteria: 1, 2, 3, 5, 6

Range of use:

- In work contexts
- Face-to-face
- In formal settings

The candidate is a member of a panel which has just completed interviewing 3 applicants. They take part in a discussion as to who is the most suitable for the job (4 speakers required).

The following is an **extract** from the discussion. During the course of a **full** discussion, a candidate would probably cover performance criterion 4 as well.

Chair:	I have my own views as to the suitability of these three applicants, but I would like to open up the discussion. After all, this is a company which prides itself on its democracy and equal opportunities policy, so I'm willing to be persuaded.
Candidate:	Well, I shouldn't think there's going to be any disagreement over applicant number three – a very weak performance, I thought.
<i>Colleague 1:</i>	<i>Well, if we look at the points system that we agreed to operate, you'll find that this applicant scores quite well. I think we need to be more objective.</i>
Candidate:	I know it's a very false and stressful situation, but I really had expected a better performance or at the very least some knowledge of the job requirements. He had obviously not done his homework.
<i>Colleague 2:</i>	<i>Applicant number three does have a broad spread of points, but the person we need must score exceptionally well on inter-personal skills. After all, the job is about communication.</i>
Candidate:	I agree, I think we should move on to discussing the other two applicants who satisfy the job requirements much better.
Chair:	Yes, I think we need to consider the performance of all applicants and then move on to reach agreement.

continued next page

SIMULATION 8 - English (continued)

NOTE: An alternative discussion could be designed using the following scenario:

- Ring a colleague to discuss a new idea for a marketing campaign for a chain of hotels.
- Respond to your colleague's comments appropriately.
- Outline your ideas for a series of themed events at the hotels; this might relate for example to food from different countries, or to different historical periods.
- Respond to comments, questions and objections raised by your colleague.

(Only 2 speakers would be required for this scenario.)

This scenario gives the opportunity to cover the following:

Sections covered: **Performance criteria:** 1, 2, 3, 4, 5, 6

Range of use:

- In work contexts
- By telephone

SIMULATION 9 - English

SPEAKING - LEVEL 4

Element S4.1: Deliver complex, prepared talks

Sections covered: Performance criteria: 1, 2, 3, 4, 5, 6

Range of use:

- In social contexts relevant to work
- Face-to-face
- In formal settings

The candidate has been invited to speak to the committee of a local town-twinning association about plans for the visit of a group representing their twin town.

The presentation is planned in advance and could include the following information:

- expected arrival details of guests
- an outline social programme for the day, including timings, meal arrangements etc
- possible complications, eg weather, traffic delays and possible solutions.

The following is an example **extract** from a presentation (2 speakers required).

Candidate: The group is scheduled to arrive at eleven pm, depending on traffic conditions. As they will be extremely tired from their long journey, the plan is that they should be collected by their host families and taken home. The social programme proper will get under way the following afternoon, to allow sufficient time for everyone to relax and get to know each other in the home environment. We felt that an informal start with a barbecue would be a friendly overture. We proposed that the more formal expression of welcome should take place in the evening with the Mayor and Mayoress present. We know this is a departure from the established routine of previous years but we felt that it was time to make a change. Let's not forget that this spell of good weather is predicted to hold until the end of the month. Are there any questions so far?

Committee member: *Should we have contingency plans for rain?*

Candidate: We have been offered the use of the school hall which leads to a covered area suitable for barbecuing in all weathers. This should be suitable for the numbers of visitors we are expecting.

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SIMULATION 2 - French

READING - LEVEL 1

Element R1.1: Extract information from signs, notices and simple correspondence

Sections covered: Performance criteria: 1, 2, 3, 4, 5, 6

Range of use:

- Text relating to work
- Text relating to relevant social activities
- Correspondence

The candidate works as a personal assistant in an office. They receive an urgent email from a foreign client asking to change the time and place of a meeting arranged for the following week. The candidate must check the manager's schedule and should amend the diary in English using the sample diary provided. Alternatively, the assessor may record the candidate's verbal response in the diary.

(As an extension to this exercise, the candidate could discuss the email with their manager and reply to the client to confirm the details.)

Sample message:

----- Message suit -----

Date d'envoi : mardi 04 juillet 2*** 12:19:32 + 0100
De : Michel Buchotte <lsx888@nanterre.fr>
Société : Johnson Hydraulics
A : John Reilly <j.reilly@johnsonhydraulics.co.uk>
Objet : Réunion la semaine prochaine: URGENT

John

Je suis vraiment désolé mais, j'ai un problème et je ne peux pas assister à la réunion la semaine prochaine, à l'heure prévue. Est-ce que je peux vous rencontrer plus tard, le même jour, vendredi 14?

Je vais rentrer d'Ecosse le 14 donc, je voudrais vous retrouver au Kings Hotel, tout à coté de la A46, à l'heure du déjeuner - vers 12h30. J'espère que cela sera bien, mais je vous remercie de bien vouloir confirmer, quand même.

J'espère vous voir la semaine prochaine.

Cordialement

Michel

continued next page

SIMULATION 2 - French (continued)

Sample diary:

This is the original diary which must be amended in English in the light of the email.

Week beginning
MONDAY 10 10.15-12.15 Meeting with Mr Castle (A.N. LTD.)
TUESDAY 11 Out at conference in London – all day
WEDNESDAY 12 9.00-10.30 J. Jones – Appraisal Review 2.00-4.30 K. Walton – Sales dept. review
THURSDAY 13 Manchester all day S. Grigson – Purchasing dept. review
FRIDAY 14 11.00 Meeting with Michel Buchotte

SIMULATION 3 - French

SPEAKING - LEVEL 2

Element S2.1: Give routine descriptions or explanations

Sections covered: Performance criteria: 2, 3, 4

Element S2.2: Take part in routine conversations

Sections covered: Performance criteria: 1, 2, 3, 4, 5, 6

Range of use:

- In work contexts
- In social contexts relevant to work
- Face-to-face

The candidate is asked to meet and greet a foreign visitor to their company and to make the visitor welcome until the manager finishes a meeting in progress.

The candidate is advised to:

- introduce themselves
- apologise and explain the reason for the delay
- offer some refreshments
- ask about the flight
- outline the programme for the day.

Sample dialogue (2 speakers required):

*The name of the foreign visitor must be chosen and made known to the candidate before the activity begins.

Candidate: Bonjour, vous devez être (*name of visitor**). Ça me fait plaisir de vous voir ici!

Visitor: Merci bien.

Candidate: Je suis vraiment désolé mais Monsieur Johnson est toujours en réunion pour l'instant. Il sait que vous êtes ici et il viendra vous chercher dans un instant.

Visitor: Pas de problème, je ne suis pas pressée.

Candidate: Voulez-vous quelque chose à boire – un thé, un café...?

Visitor: Un café s'il vous plaît, avec du lait – sans sucre.

Candidate: Le vol s'est bien passé?

Visitor: Oui, très bien – sans aucun retard!

Candidate: Peut-être je peux vous dire ce qui est à l'ordre du jour. Monsieur Johnson voudrait vous accompagner pour faire le tour de l'usine et puis vous présenter à quelques collègues. Ensuite, vous allez déjeuner au restaurant près d'ici. Puis, cet après-midi vous avez la réunion de planification.

Visitor: Merci – c'est parfait!

In this simulation the candidate is male and the visitor is female. (See page 73 for further information.)

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SIMULATION 6 - French

WRITING - LEVEL 2

Element W2.1: Create routine records, reports and correspondence

Sections covered: Performance criteria: 1, 2, 3, 4, 5

Range of use:

- Text relating to work
- Formal correspondence

The candidate is planning to visit Toulouse for work purposes. The candidate must compose a letter to send to a hotel recommended by a friend and must:

- give details of requirements for room/facilities/length of stay etc
- ask for confirmation and prices
- give expected arrival time
- check on availability of food/restaurant opening hours
- use appropriate written conventions to start and end the letter.

Sample letter:

Le Directeur
Hôtel Tardan
8 Boulevard de la Paix
31140 Toulouse

12 Warwick Crescent
Tamworth
Staffs

Tamworth, le 3 novembre 2***

Monsieur, Madame,

Je voudrais réserver une chambre à un lit pour quatre nuits, du 12 au 16 novembre. Si c'est possible, je voudrais mieux une chambre calme, avec douche. Pouvez-vous me confirmer la réservation et me faire savoir le prix de la chambre aussi rapidement que possible.

Je vais quitter Lyon en voiture dans l'après-midi et j'espère arriver à Toulouse vers 21h30. Veuillez me faire savoir si le restaurant sera encore ouvert à cette heure-là.

Je vous prie de croire, Monsieur, Madame, à l'assurance de mes salutations distinguées.

Anna Watson

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SIMULATION 7 - French

LISTENING - LEVEL 3

Element L3.2: Understand varied discussions

Sections covered: Performance criteria: 1, 2, 3, 4, 5

Range of use:

- In work contexts
- In formal settings
- Face-to-face

The candidate is working as an administrative assistant in the International Office of a university. The International Manager and a colleague are planning a visit by a delegation of potential overseas clients.

The candidate is asked to listen to the main points of the discussion between the International Manager and colleague and note the main points of the discussion in English, ie specific details such as times, locations, activities etc, on the pro-forma provided. The candidate may record the main points in English or the assessor may record the candidate's verbal responses on the pro-forma.

(A follow-up activity may be to produce a draft action plan for the day, using the notes made.)

Sample dialogue (2 speakers required plus candidate as note taker):

Speaker A: Merci d'avoir pris le temps de venir à la réunion. Je ne vous garderai pas longtemps mais nous devons organiser le planning de nos clients d'outre-mer qui arriveront vendredi prochain, c'est-à-dire le premier novembre, n'est-ce pas?

Speaker B: *Oui – déjà novembre! Bon, leur train arrive à dix heures quinze et Laurent Lafont va les chercher à la gare. Je suggère donc que nous démarrions par un café à dix heures trente, suivi de la présentation des principaux membres du personnel. Je pense que le meilleur endroit pour cela est la salle B6. Nous ferons en sorte que cela reste simple et familier. Puis je pensais que nous pourrions leur montrer en guise d'introduction la vidéo sur l'université.*

Speaker A: C'est une bonne idée. Je réserverai la salle de vidéo pour onze heures. Il faudra cependant prévoir le temps d'une visite au Centre de Création, étant donné que Pierre Dufour sera absent tout l'après-midi.

Speaker B: *Dans ce cas, nous pourrions y aller tout de suite après la présentation de la vidéo – disons à onze heures trente. Il y a beaucoup à voir et Pierre a organisé une très bonne visite guidée qui devrait facilement durer jusqu'au déjeuner à douze heures trente.*

Speaker A: Je suggère que nous utilisions le restaurant du personnel – c'est plus tranquille.

Speaker B: *D'accord. Il ne faut pas que j'oublie de réserver. Donc, après déjeuner, pouvons-nous commencer la visite du campus?*

continued next page

SIMULATION 7 - French (continued)

Speaker A: Oui – nous pourrions la commencer à treize heures quarante-cinq. Cela ne nous prendra pas nécessairement beaucoup de temps, mais nous devons vraiment leur montrer la nouvelle bibliothèque de nos étudiants!

Speaker B: Bon! Et après? On organise une courte visite de la cité universitaire à quatorze heures quinze?

Speaker A: Oui. On peut ensuite leur montrer rapidement, en passant, notre nouvelle salle de conférence, à quatorze heures quarante-cinq.

Speaker B: Parfait! Nous pouvons ensuite revenir nous réunir dans la salle B6 à quinze heures pour prendre le thé et avoir l'occasion de discuter des liens possibles en matière d'éducation, en fonction de ce qu'ils auront vu.

Speaker A: Leur train part à seize heures dix. Cela devrait donc nous donner suffisamment de temps pour discuter et les raccompagner à la gare vers quinze heures quarante-cinq.

Speaker B: Bon! La journée va être vraiment bien remplie!

continued next page

SIMULATION 7 - French (continued)

Sample pro-forma for completion in English:

Visit date:	
Arrival time of train:	
Name of person who will meet visitors:	
Start time & place: & activity:	
Further times & activities:	
Lunch arrangements:	
Afternoon timings, locations & activities:	

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SIMULATION 8 - French

SPEAKING - LEVEL 4

Element S4.2: Take part in complex discussions and meetings

Sections covered: Performance criteria: 1, 2, 3, 5, 6

Range of use:

- In work contexts
- Face-to-face
- In formal settings

The candidate is a member of a panel which has just completed interviewing 3 applicants. They take part in a discussion as to who is the most suitable for the job (4 speakers required).

The following is an **extract** from the discussion. During the course of a **full** discussion, a candidate would probably cover performance criterion 4 as well.

Chair:	J'ai ma propre opinion sur l'aptitude des trois candidats qui ont postulé, mais j'aimerais ouvrir le débat. Après tout, notre société est fière de sa politique démocratique et d'égalité des chances. Par conséquent, je veux bien me laisser convaincre.
Candidate:	Bien. Je ne pense pas que nous allons être en désaccord quant au candidat numéro trois. Sa prestation m'a semblé très faible.
<i>Colleague 1:</i>	<i>Si nous regardons l'échelle de points sur laquelle nous avons décidé d'opérer, vous trouverez que ce candidat a bien réussi. Je crois que nous devons être plus objectifs.</i>
Candidate:	Je pense que la situation dans laquelle les candidats se trouvaient était très artificielle et stressante, mais je me serais attendue à une meilleure prestation ou tout au moins à une quelconque connaissance des conditions requises pour le poste. De toute évidence, ce candidat ne s'était pas préparé à cela.
<i>Colleague 2:</i>	<i>En effet le candidat numéro trois a marqué des points dans beaucoup de domaines, mais la personne dont nous avons besoin doit réussir exceptionnellement bien sur le plan inter-personnel. Après tout, l'emploi est dans le domaine de la communication.</i>
Candidate:	Je suis d'accord. Je crois que nous devrions faire porter la discussion sur les deux autres candidats qui satisfont beaucoup mieux aux exigences du poste.
Chair:	Oui – je pense que nous devons examiner la prestation de tous les candidats pour ensuite arriver à un commun accord.

In this simulation the candidate is female. (See page 73 for further information.)

continued next page

SIMULATION 8 - French (continued)

NOTE: An alternative discussion could be designed using the following scenario:

- Ring a colleague to discuss a new idea for a marketing campaign for a chain of hotels.
- Respond to your colleague's comments appropriately.
- Outline your ideas for a series of themed events at the hotels; this might relate for example to food from different countries, or to different historical periods.
- Respond to comments, questions and objections raised by your colleague.

(Only 2 speakers would be required for this scenario.)

This scenario gives the opportunity to cover the following:

Sections covered: **Performance criteria:** 1, 2, 3, 4, 5, 6

Range of use:

- In work contexts
- By telephone

SIMULATION 2 - German

READING - LEVEL 1

Element R1.1: Extract information from signs, notices and simple correspondence

Sections covered: Performance criteria: 1, 2, 3, 4, 5, 6

Range of use:

- Text relating to work
- Text relating to relevant social activities
- Correspondence

The candidate works as a personal assistant in an office. They receive an urgent email from a foreign client asking to change the time and place of a meeting arranged for the following week. The candidate must check the manager's schedule and should amend the diary in English using the sample diary provided.

Alternatively, the assessor may record the candidate's verbal responses in the diary.

(As an extension to this exercise, the candidate could discuss the email with their manager and reply to the client to confirm the details.)

Sample message:

.....Mitteilung folgt.....

Datum: Dienstag, 04. Juli 2*** 12:19:32 +0100
 Absender : Ralf Schmidt <lxs888@johnsonhydraulics.de>
 Firma: Johnson Hydraulics
 An: John Reilly<j.reilly@johnsonhydraulics.co.uk>
Betrifft: Treffen nächste Woche. DRINGEND.

John,

Tut mir leid. Muss Ihnen sagen, etwas ist dazwischengekommen und unser Treffen nächste Woche ist unmöglich zu der geplanten Zeit. Können wir uns später am gleichen Tag (Freitag 14) treffen?

Ich fahre an dem Tag von Schottland zurück. Könnten wir uns vielleicht im Kings Hotel an der A46 mittags gegen 12.30 treffen? Ich hoffe das passt, aber lassen Sie mich bitte wissen.

Freue mich auf unser Treffen.

Danke,

Ralf

continued next page

SIMULATION 2 - German (continued)

Sample diary:

This is the original diary which must be amended in English in the light of the email.

Week beginning
MONDAY 10 10.15-12.15 Meeting with Mr Castle (A.N. LTD.)
TUESDAY 11 Out at conference in London – all day
WEDNESDAY 12 9.00-10.30 J. Jones – Appraisal Review 2.00-4.30 K. Walton – Sales dept. review
THURSDAY 13 Manchester all day S. Grigson – Purchasing dept. review
FRIDAY 14 11.00 Meeting with Ralf Schmidt

SIMULATION 3 - German

SPEAKING - LEVEL 2

Element S2.1: Give routine descriptions or explanations

Sections covered: Performance criteria: 2, 3, 4

Element S2.2: Take part in routine conversations

Sections covered: Performance criteria: 1, 2, 3, 4, 5, 6

Range of use:

- In work contexts
- In social contexts relevant to work
- Face-to-face

The candidate is asked to meet and greet a foreign visitor to their company and to make the visitor welcome until the manager finishes a meeting in progress.

The candidate is advised to:

- introduce themselves
- apologise and explain the reason for the delay
- offer some refreshments
- ask about the flight
- outline the programme for the day.

Sample dialogue (2 speakers required):

*The name of the foreign visitor must be chosen and made known to the candidate before the activity begins.

Candidate: Guten Tag. Sie müssen wohl (*name of visitor**) sein. Willkommen bei uns.

Visitor: *Danke schön.*

Candidate: Es tut mir sehr leid, aber Herr Johnson ist im Moment noch in einer Sitzung. Er weiss, dass Sie angekommen sind und wird gleich herunterkommen, mit Ihnen zu sprechen.

Visitor: *Kein Problem. Alles in Ordnung. Ich habe es nicht eilig.*

Candidate: Kann ich Ihnen etwas zu trinken anbieten? Tee, Kaffee?

Visitor: *Kaffee wäre schön. Mit Milch bitte. Ohne Zucker.*

Candidate: Haben Sie einen guten Flug gehabt?

Visitor: *Ja, alles ist sehr gut gegangen, danke. Keine Verspätungen.*

Candidate: Vielleicht kann ich Ihnen etwas über das Programm für heute mitteilen. Herr Johnson möchte Ihnen die Fabrik zeigen und Sie ein paar Kollegen vorstellen. Danach möchte er Sie zum Mittagessen in einem Restaurant in der Nähe einladen, vor dem Planungstreffen heute Nachmittag.

Visitor: *Danke, das hört sich ausgezeichnet an.*

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SIMULATION 6 - German

WRITING - LEVEL 2

Element W2.1: Create routine records, reports and correspondence

Sections covered: Performance criteria: 1, 2, 3, 4, 5

Range of use:

- Text relating to work
- Formal correspondence

The candidate is planning to visit Kiel for work purposes. The candidate must compose a letter to send to a hotel recommended by a friend and must:

- give details of requirements for room/facilities/length of stay etc
- ask for confirmation and prices
- give expected arrival time
- check on availability of food/restaurant opening hours
- use appropriate written conventions to start and end the letter.

Sample letter:

<p>3. November 2***</p> <p>An den Geschäftsführer Hotel zur Post Am Hang 34 24113 Kiel-Molfsee</p> <p>Sehr geehrte Damen und Herren</p> <p>Ich möchte bitte ein Einzelzimmer für vier Nächte reservieren. Ich komme am 12 November an und fahre am 16 November wieder ab. Wenn möglich möchte ich am liebsten ein ruhiges Zimmer mit Dusche. Bitte bestätigen Sie die Reservierung und schicken Sie mir so bald wie möglich die Preisdetails.</p> <p>Ich fahre von Braunschweig am Nachmittag ab und komme voraussichtlich gegen 21.30 in Kiel an. Ich wäre Ihnen dankbar, wenn Sie mir sagen könnten, ob das Restaurant zu der Zeit noch offen ist.</p> <p>Danke im Voraus für Ihre Hilfe.</p> <p>Mit freundlichen Grüßen,</p> <p>Anna Watson</p>	<p>12 Warwick Crescent Tamworth Staffs</p>
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SIMULATION 7 - German

LISTENING - LEVEL 3

Element L3.2: Understand varied discussions

Sections covered: Performance criteria: 1, 2, 3, 4, 5

Range of use:

- In work contexts
- In formal settings
- Face-to-face

The candidate is working as an administrative assistant in the International Office of a university. The International Manager and a colleague are planning a visit by a delegation of potential overseas clients.

The candidate is asked to listen to the main points of the discussion between the International Manager and colleague and note the main points of the discussion, in English ie specific details such as times, locations, activities etc, on the pro-forma provided. The candidate may record the main points in English or the assessor may record the candidate's verbal responses on the pro-forma.

(A follow-up activity may be to produce a draft action plan for the day, using the notes made.)

Sample dialogue (2 speakers required plus candidate as note taker):

Speaker A:	Danke, dass Sie die Zeit für unser Treffen gefunden haben. Ich werde Sie nicht lange aufhalten, aber wir müssen das Besuchsprogramm für unsere ausländische Kunden nächsten Freitag festmachen. Das ist der erste November, nicht wahr?
Speaker B:	<i>Ja, schon November! Also, ihr Zug kommt um zehn Uhr fünfzehn an und Dieter Platt holt sie am Bahnhof ab. Ich schlage deshalb vor, dass wir um zehn Uhr dreissig mit Kaffee anfangen und dabei ihnen das Hauptpersonal vorstellen. Dafür ist Zimmer B6 am geeignetsten. Wir halten alles informell und locker und dann habe ich mir vorgestellt, dass wir ihnen als allgemeine Einführung das Video über die Universität zeigen.</i>
Speaker A:	Das ist eine gute Idee. Ich buche den Fernsehraum ab elf Uhr vormittags. Wir müssen Zeit für einen Besuch im Designcenter lassen, da ich weiss, dass Martin Rüssler den ganzen Nachmittag nicht da ist.
Speaker B:	<i>Also, wir könnten gleich nach der Videovorstellung dahin gehen. Machen wir den Termin für elf Uhr dreissig fest. Da gibt es viel zu sehen und Martin organisiert eine sehr gute Tour. Das dauert bestimmt bis zum Mittagessen um zwölf Uhr dreissig.</i>
Speaker A:	Ich schlage vor, dass wir in der Belegschaftskantine zu Mittag essen, da sie weniger voll ist.
Speaker B:	<i>Ich stimme überein. Ich muss mich daran erinnern, Plätze zu reservieren. Also, nach dem Mittagessen können wir mit der Führung durch die Universität anfangen.</i>

continued next page

SIMULATION 7 - German (continued)

Speaker A: Ja, wir könnten um dreizehn Uhr fünfundvierzig anfangen : es muss nicht zu lange dauern aber wir müssen unbedingt unsere neue Bibliothek mit Stolz vorzeigen.

Speaker B: Klar. Zeigen wir ihnen die Studentenheime um vierzehn Uhr fünfzehn?

Speaker A: Ja. Können wir nachher um vierzehn Uhr fünfundvierzig durch die neuen Konferenzzimmer gehen?

Speaker B: Ausgezeichnet. Dann können wir wieder um fünfzehn Uhr eine Teepause in B6 machen und im Licht von dem was sie gesehen haben, die möglichen Studienverbindungen diskutieren.

SpeakerA: Ihr Zug fährt erst um sechzehn Uhr zehn ab, was uns genügend Zeit lässt, alles zu besprechen und sie dann gegen fünfzehn Uhr fünfundvierzig zum Bahnhof zu bringen.

Speaker B: Gut. Hört sich wie ein voller Tag an.

continued next page

SIMULATION 7 - German (continued)

Sample pro-forma for completion in English:

Visit date:	
Arrival time of train:	
Name of person who will meet visitors:	
Start time & place: & activity:	
Further times & activities:	
Lunch arrangements:	
Afternoon timings, locations & activities:	

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SIMULATION 8 - German

SPEAKING - LEVEL 4

Element S4.2: Take part in complex discussions and meetings

Sections covered: Performance criteria: 1, 2, 3, 5, 6

Range of use:

- In work contexts
- Face-to-face
- In formal settings

The candidate is a member of a panel which has just completed interviewing 3 applicants. They take part in a discussion as to who is the most suitable for the job (4 speakers required).

The following is an **extract** from the discussion. During the course of a **full** discussion, a candidate would probably cover performance criterion 4 as well.

Chair:	Ich habe meine eigenen Ansichten über die Eignung dieser drei Kandidaten aber ich möchte die Diskussionen in Gang bringen. Immerhin ist dies eine Firma, die auf ihre Einstellung bezüglich Demokratie und Gleichberechtigung stolz ist und ich bin deshalb bereit, mich überzeugen zu lassen.
Candidate:	Also, ich kann mir nicht vorstellen, dass es Meinungsverschiedenheiten geben könnte, was Kandidat Nummer drei angeht. Eine sehr schwache Leistung, habe ich gefunden.
Colleague 1:	<i>Naja, wenn wir das allgemein vereinbarte Punktesystem anschauen, werden Sie finden, dass dieser Kandidat ganz gut abschneidet. Ich finde, dass wir objektiver sein müssen.</i>
Candidate:	Ich weiss, das es eine sehr falsche und stresshafte Situation ist, aber ich hatte wirklich eine bessere Leistung erwartet oder zumindest eine gewisse Kenntnis der Erfordernisse der Stellung. Der Kandidat war offensichtlich nicht gut vorbereitet.
Colleague 2:	<i>Kandidat Nummer drei mag wohl auf der ganzen Breite Punkte sammeln, aber die Person, die wir brauchen, muss in menschlichen Beziehungen aussergewöhnlich stark beeindrucken. Bei diesem Job geht es schliesslich und endlich um Kommunikation.</i>
Candidate:	Ich stimme überein. Ich glaube wir sollten jetzt übergehen, die zwei anderen Kandidaten zu diskutieren, die die Erfordernisse der Stellung viel besser erfüllen.
Chair:	Das stimmt. Ich finde, wir sollten zusammen die Leistungen von all den Kandidaten in Erwägung ziehen und dann schön langsam zu einem Entschluss kommen.

continued next page

SIMULATION 8 - German (continued)

NOTE: An alternative discussion could be designed using the following scenario:

- Ring a colleague to discuss a new idea for a marketing campaign for a chain of hotels.
- Respond to your colleague's comments appropriately.
- Outline your ideas for a series of themed events at the hotels; this might relate for example to food from different countries, or to different historical periods.
- Respond to comments, questions and objections raised by your colleague.

(Only 2 speakers would be required for this scenario.)

This scenario gives the opportunity to cover the following:

Sections covered: **Performance criteria:** 1, 2, 3, 4, 5, 6

Range of use:

- In work contexts
- By telephone

SIMULATION 2 - Spanish

READING - LEVEL 1

Element R1.1: Extract information from signs, notices and simple correspondence

Sections covered: Performance criteria: 1, 2, 3, 4, 5, 6

Range of use:

- Text relating to work
- Text relating to relevant social activities
- correspondence

The candidate works as a personal assistant in an office. They receive an urgent email from a foreign client asking to change the time and place of a meeting arranged for the following week. The candidate must check the manager's schedule and should amend the diary in English using the sample diary provided.

Alternatively, the assessor may record the candidate's verbal responses in the diary.

(As an extension to this exercise, the candidate could discuss the email with his/her manager and reply to the client to confirm the details.)

Sample message:

----- mensaje a continuación -----

Fecha de envío: Martes, 04 julio 2011 12:19:32 +0100
 De: Pedro Gómez <lsx888@alicante.com.esp>
 Compañía: Johnson Hydraulics
 A: John Reilly <j.reilly@johnsonhydraulics.co.uk>
Asunto: Reunión semana próxima: URGENTE

John:

Siento mucho tener que decírtelo. Tengo un problema y no puedo asistir a nuestra reunión la semana próxima a la hora fijada. ¿Crees que podemos reunirnos más tarde el mismo día, el viernes día 14?

Regresaré de Escocia ese día. Quizás podemos reunirnos en el King's Hotel que está muy cerca de la A46, a la hora del almuerzo, sobre las 12h30. Avísame si te va bien o no.

Tengo ganas de verte entonces.

Gracias

Pedro

continued next page

SIMULATION 2 - Spanish (continued)

Sample diary:

This is the original diary which must be amended in English in the light of the email.

Week beginning
MONDAY 10 10.15-12.15 Meeting with Mr Castle (A.N. LTD.)
TUESDAY 11 Out at conference in London – all day
WEDNESDAY 12 9.00-10.30 J. Jones – Appraisal Review 2.00-4.30 K. Walton – Sales dept. review
THURSDAY 13 Manchester all day S. Grigson – Purchasing dept. review
FRIDAY 14 11.00 Meeting with Pedro Gomez

SIMULATION 3 - Spanish

SPEAKING - LEVEL 2

Element S2.1: Give routine descriptions or explanations

Sections covered: Performance criteria: 2, 3, 4

Element S2.2: Take part in routine conversations

Sections covered: Performance criteria: 1, 2, 3, 4, 5, 6

Range of use:

- In work contexts
- In social contexts relevant to work
- Face-to-face

The candidate is asked to meet and greet a foreign visitor to their company and to make the visitor welcome until the manager finishes a meeting in progress.

The candidate is advised to:

- introduce themselves
- apologise and explain the reason for the delay
- offer some refreshments
- ask about the flight
- outline the programme for the day.

Sample dialogue (2 speakers required):

*The name of the foreign visitor must be chosen and made known to the candidate before the activity begins.

Candidate: Hola, usted debe ser (*name of visitor**). Es un placer verle aquí.

Visitor: *Gracias.*

Candidate: Lo siento mucho, pero el Señor. Johnson todavía está en una reunión en este momento. El sabe que usted está aquí y bajará a recibirle muy pronto.

Visitor: *De acuerdo, muy bien. No tengo prisa.*

Candidate: ¿Puedo ofrecerle algo para beber, té, café...?

Visitor: *Un café, por favor, con leche y sin azúcar.*

Candidate: ¿Ha tenido un buen vuelo?

Visitor: *Sí, todo fue muy bien, gracias, sin retrasos.*

Candidate: Quizás puedo decirle el plan para hoy. Al Señor Johnson le gustaría enseñarle nuestra fábrica y presentarle algunos colegas, después querría invitarle a almorzar en un restaurante local antes de la reunión de esta tarde.

Visitor: *Muchas gracias, me parece excelente.*

In this simulation the visitor and candidate are male. (See page 73 for further information.)

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SIMULATION 6 - Spanish

WRITING - LEVEL 2

Element W2.1: Create routine records, reports and correspondence

Sections covered: Performance criteria: 1, 2, 3, 4, 5

Range of use:

- Text relating to work
- Formal correspondence

The candidate is planning to visit Seville for work purposes. The candidate must compose a letter to send to a hotel recommended by a friend and must:

- give details of requirements for room/facilities/length of stay etc
- ask for confirmation and prices
- give expected arrival time
- check on availability of food/restaurant opening hours
- use appropriate written conventions to start and end the letter.

Sample letter:

12 Warwick Crescent
Tamworth
Staffs

el 3 de noviembre 2***

El Director
Hotel Presidente
Gran Vía, 6
08432 Sevilla

Muy señor mío / Muy señora mía:

Le agradecería que me reservara una habitación individual para cuatro noches. Llegaré el 12 de noviembre y me marcharé el 16 de noviembre. Si es posible, preferiría una habitación tranquila con ducha. Por favor confirme la reserva e infórmeme el precio de la habitación lo antes posible.

Voy a ir en coche de Madrid a Sevilla por la tarde y espero llegar sobre las 21h30. También le agradecería que me indicara si el restaurante todavía estará abierto a esa hora.

Muchas gracias por su ayuda.

Le saluda atentamente,

Anna Watson

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SIMULATION 7 - Spanish

LISTENING - LEVEL 3

Element L3.2: Understand varied discussions

Sections covered: Performance criteria: 1, 2, 3, 4, 5

Range of use:

- In work contexts
- In formal settings
- Face-to face

The candidate is working as an administrative assistant in the International Office of a university. The International Manager and a colleague are planning a visit by a delegation of potential overseas clients.

The candidate is asked to listen to the main points of the discussion between the International Manager and colleague and note the main points of the discussion in English, ie specific details such as times, locations, activities etc, on the pro-forma provided. The candidate may record the main points in English or the assessor may record the candidate's verbal responses on the pro-forma.

(A follow-up activity may be to produce a draft action plan for the day, using the notes made.)

Sample dialogue (2 speakers required plus candidate as note taker):

Speaker A: Muchas gracias por asignar tiempo para reunirnos. No voy a entretenerle mucho, pero tenemos que organizar el programa para la visita de los clientes extranjeros del próximo viernes - será el primero de noviembre, ¿no?

Speaker B: *Sí - ¡ya estaremos en noviembre! Bien, su tren llega a las diez quince de la mañana y Carlos Navarro va a ir a buscarles a la estación, o sea que sugiero que empecemos a las diez treinta de la mañana con un café y presentando al personal clave. Estaremos mejor en la habitación B6. Lo mantendremos informal y ameno y entonces pensaba que podríamos mostrarles el video de la universidad como forma de introducción.*

Speaker A: Eso es una buena idea. Reservaré la habitación de video para las once de la mañana. Sin embargo, tendremos que dejar tiempo para visitar el centro de diseño ya que sé que Juan Masana no estará durante toda la tarde.

Speaker B: *Bueno, podríamos ir en cuanto se termine el video de presentación. Digamos a las once treinta de la mañana. Hay mucho que ver ahí y Juan lo presenta muy bien o sea que deberíamos terminar a tiempo para la hora del almuerzo, a las doce treinta.*

Speaker A: Sugiero que usemos el restaurante del personal para el almuerzo ya que se está más tranquilo ahí.

Speaker B: *Estoy de acuerdo. Tengo que acordarme de reservarlo. O sea que, ¿después del almuerzo empezaremos con la visita al recinto?*

continued next page

SIMULATION 7 - Spanish (continued)

Speaker A: Sí - podríamos empezar a la una cuarenta y cinco de la tarde: no debería tardar mucho tiempo, pero tenemos que enseñarles ¡la nueva biblioteca para los estudiantes!

Speaker B: De acuerdo. ¿Organizamos ir a ver el alojamiento para estudiantes a las dos quince de la tarde?

Speaker A: Sí. Podemos seguir con una visita rápida a las nuevas instalaciones para conferencias a las dos cuarenta y cinco de la tarde.

Speaker B: Estupendo. Entonces podemos reunirnos en la B6 a las tres de la tarde para tomar una taza de té y tener la oportunidad de hablar sobre los posibles vínculos educativos teniendo en cuenta todo lo que acaban de ver.

Speaker A: Su tren no sale hasta las cuatro diez de la tarde, o sea que deberíamos tener tiempo suficiente para charlar y llevarles a la estación a eso de las tres cuarenta y cinco de la tarde.

Speaker B: Muy bien, ¡Parece un día bastante completo!

continued next page

SIMULATION 7 - Spanish (continued)

Sample pro-forma for completion in English:

Visit date:	
Arrival time of train:	
Name of person who will meet visitors:	
Start time & place: & activity:	
Further times & activities:	
Lunch arrangements:	
Afternoon timings, locations & activities:	

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SIMULATION 8 - Spanish

SPEAKING - LEVEL 4

Element S4.2: Take part in complex discussions and meetings

Sections covered: Performance criteria: 1, 2, 3, 5, 6

Range of use:

- In work contexts
- Face-to-face
- In formal settings

The candidate is a member of a panel which has just completed interviewing 3 applicants. They take part in a discussion as to who is the most suitable for the job (4 speakers required).

The following is an **extract** from the discussion. During the course of a **full** discussion, a candidate would probably cover performance criterion 4 as well.

Chair:	Tengo dudas sobre la aptitud de estos tres aspirantes, pero quisiera empezar el debate. Después de todo, somos una empresa orgullosa de nuestra democracia e igualdad de oportunidades o sea que estoy dispuesto a cambiar de opinión.
Candidate:	Bien, no creo que no estemos de acuerdo sobre el aspirante número tres - un resultado muy flojo, según mi opinión.
Colleague 1:	<i>Bueno, si observamos el sistema de puntuación que acordamos seguir, se dará cuenta que este aspirante ha sacado bastante buena puntuación. Creo que debemos tener un objetivo más claro.</i>
Candidate:	Ya sé que es una situación falsa y cargada de tensión pero realmente esperaba un resultado mejor o por lo menos algún conocimiento de los requisitos que el trabajo requiere. Está claro que no se había preparado.
Colleague 2:	<i>El aspirante número tres desde luego tiene una extensa gama de puntos de vista, pero necesitamos a una persona que tenga una habilidad de comunicación excepcional. Al fin y al cabo, es un puesto basado en la comunicación.</i>
Candidate:	Estoy de acuerdo, creo que tenemos que considerar a los otros dos aspirantes quienes satisfacen los requisitos del puesto de trabajo mucho mejor.
Chair:	Sí, creo que debemos tener en cuenta el resultado de todos los aspirantes y entonces pasar a llegar a un acuerdo.

continued next page

In this simulation all 3 applicants are male. (See page 73 for further information.)

SIMULATION 8 - Spanish (continued)

NOTE: An alternative discussion could be designed using the following scenario:

- Ring a colleague to discuss a new idea for a marketing campaign for a chain of hotels.
- Respond to your colleague's comments appropriately.
- Outline your ideas for a series of themed events at the hotels; this might relate for example to food from different countries, or to different historical periods.
- Respond to comments, questions and objections raised by your colleague.

(Only 2 speakers would be required for this scenario.)

This scenario gives the opportunity to cover the following:

Sections covered: **Performance criteria:** 1, 2, 3, 4, 5, 6

Range of use:

- In work contexts
- By telephone

SIMULATION 2 - Italian

READING - LEVEL 1

Element R1.1: Extract information from signs, notices and simple correspondence

Sections covered: Performance criteria: 1, 2, 3, 4, 5, 6

Range of use:

- Text relating to work
- Text relating to relevant social activities
- Correspondence

The candidate works as a personal assistant in an office. They receive an urgent email from a foreign client asking to change the time and place of a meeting arranged for the following week. The candidate must check the manager's schedule and should amend the diary in English using the sample diary provided.

Alternatively, the assessor may record the candidate's verbal responses in the diary.

(As an extension to this exercise, the candidate could discuss the email with their manager and reply to the client to confirm the details.)

Segue messaggio

Inviato : martedì, 04 luglio 2*** ore 12,19 + 0100
 Mittente: Luca Nadali <lsx888@milano.com.it>
 Società: Johnson Hydraulics
 Per: John Reilly <j.reilly@johnsonhydraulics.co.uk>
 Rif.: riunione prossima settimana **URGENTE**

John,

Mi dispiace molto ma c'è un problema. Non sarà possibile incontrarci all'ora concordata - forse più tardi, sempre il venerdì 14?

Sarò in viaggio di ritorno dalla Scozia, e allora potremo incontrarci al King's Hotel, proprio sulla A46, verso la mezza. Spero che tu sia d'accordo, ma in ogni caso mandami una conferma.

Ci vediamo venerdì,

Luca

continued next page

SIMULATION 2 - Italian (continued)

Sample diary:

This is the original diary which must be amended in English in the light of the email.

Week beginning
MONDAY 10 10.15-12.15 Meeting with Mr Castle (A.N. LTD.)
TUESDAY 11 Out at conference in London – all day
WEDNESDAY 12 9.00-10.30 J. Jones – Appraisal Review 2.00-4.30 K. Walton – Sales dept. review
THURSDAY 13 Manchester all day S. Grigson – Purchasing dept. review
FRIDAY 14 11.00 Meeting with Luca Nadali

SIMULATION 3 - Italian

SPEAKING - LEVEL 2

Element S2.1: Give routine descriptions or explanations

Sections covered: Performance criteria: 2, 3, 4

Element S2.2: Take part in routine conversations

Sections covered: Performance criteria: 1, 2, 3, 4, 5, 6

Range of use:

- In work contexts
- In social contexts relevant to work
- Face-to-face

The candidate is asked to meet and greet a foreign visitor to their company and to make the visitor welcome until the manager finishes a meeting in progress.

The candidate is advised to:

- introduce themselves
- apologise and explain the reason for the delay
- offer some refreshments
- ask about the flight
- outline the programme for the day.

Sample dialogue (2 speakers required):

*The name of the foreign visitor must be chosen and made known to the candidate before the activity begins.

Candidate:	Buongiorno. Lei sarà (<i>name of visitor</i> *). Sono felice di vederLa qui.
Visitor:	<i>La ringrazio. Altrettanto.</i>
Candidate:	Mi dispiace molto, ma in questo momento il signor Johnson è ancora impegnato in una riunione. Egli sa che Lei è qui, e si presenterà fra poco.
Visitor:	<i>Ma certo, non c'è un problema. Non ho alcuna fretta.</i>
Candidate:	Posso offrirLe qualcosa da bere? Un tè, un caffè forse?
Visitor:	<i>Un caffè, grazie. Con latte e senza zucchero per favore.</i>
Candidate:	Com'era il volo, tutto bene?
Visitor:	<i>Sì, tutto bene, grazie. Non c'erano ritardi.</i>
Candidate:	Mi permetta d'informarLa sul programma di oggi. Il signor Johnson le farà fare il giro della fabbrica, e incontrerà dei colleghi. Poi è proposto un pranzo in un ristorante tipico e si finirà con la riunione sulla progettazione questo pomeriggio.
Visitor:	<i>Benissimo. La ringrazio.</i>

In this simulation the candidate is male and the visitor is female. (See page 73 for further information.)

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SIMULATION 6 - Italian

WRITING - LEVEL 2

Element W2.1: Create routine records, reports and correspondence

Sections covered: Performance criteria: 1, 2, 3, 4, 5

Range of use:

- Text relating to work
- Formal correspondence

The candidate is planning to visit Portogruaro for work purposes. The candidate must compose a letter to send to a hotel recommended by a friend and must:

- give details of requirements for room/facilities/length of stay etc
- ask for confirmation and prices
- give expected arrival time
- check on availability of food/restaurant opening hours
- use appropriate written conventions to start and end the letter.

Sample letter:

3 novembre 2***

la direzione
Albergo Antico Spessotto
Via Roma 2
00326 Portogruaro

12 Warwick Crescent
Tamworth
Staffs

Distinti signori

Vorrei prenotare una camera singola per quattro notti, da novembre 12 fino a novembre 16. Se possibile, vorrei una camera tranquilla, con doccia. Vi prego di mandarmi la conferma della prenotazione e una lista prezzi a giro di posta.

Partirò da Bergamo in macchina nel pomeriggio, e arriverò a Portogruaro verso le 21 e 30. Gradirei sapere se il ristorante rimane aperto a quest'ora.

Vi ringrazio per la Vostra attenzione.

Colgo l'occasione per porgerVi distinti saluti

Anna Watson

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SIMULATION 7 - Italian

LISTENING - LEVEL 3

Element L3.2: Understand varied discussions

Sections covered: Performance criteria: 1, 2, 3, 4, 5

Range of use:

- In work contexts
- In formal settings

The candidate is working as an administrative assistant in the International Office of a university. The International Manager and a colleague are planning a visit by a delegation of potential overseas clients.

The candidate is asked to listen to the main points of the discussion between the International Manager and colleague and note the main points of the discussion in English, ie specific details such as times, locations, activities etc, on the pro-forma provided. The candidate may record the main points in English or the assessor may record the candidate's verbal responses on the pro-forma.

(A follow-up activity may be to produce a draft action plan for the day, using the notes made.)

Sample dialogue (2 speakers required plus candidate as note taker):

Speaker A: Grazie per aver trovato il tempo per incontrarci. Non ti trattengo a lungo, ma si deve organizzare il programma della visita dei clienti dall'estero per il venerdì prossimo. È il primo novembre se non mi sbaglio?

Speaker B: *Ma sì, siamo già a novembre! Dunque, il loro treno arriva alle dieci e quindici, e Guido Salvini li incontra alla stazione. Propongo di cominciare alle dieci e trenta circa con un caffè, quando si potrà incontrare il personale chiave. Possiamo usare la sala B6. Manteniamo un livello cordiale e semplice, poi si può mostrare il video sull'università, tanto per introdurre il tema.*

Speaker A: Buon'idea. Allora io prenoto la sala proiezione per le undici. Però, dobbiamo programmare anche una visita al Centro Disegno Tecnico, perchè Marco Ruscelli ha già un impegno questo pomeriggio.

Speaker B: *Bene, ci si può andare subito dopo la presentazione video. Alle undici e trenta, che ne dici? C'è moltissimo da vedere, e Marco propone un tour veramente interessante. Possiamo anche prolungare fino alla mezza, e poi pranzare.*

Speaker A: Propongo di pranzare alla mensa, ci sarà meno gente a quell'ora.

Speaker B: *D'accordo. Devo ricordarmi di prenotarla. Allora, dopo il pranzo, si può cominciare il giro del campus?*

continued next page

SIMULATION 7 - Italian (continued)

Speaker A: Ma sì, si può cominciare alle tredici e quarantacinque. Non ci vuole mica tanto tempo, ma bisogna sfoggiare in mostra la nuova biblioteca studentesca.

Speaker B: Bene. Allora diamo un'occhiata agli alloggi degli studenti alle quattordici e quindici?

Speaker A: Certo. Poi si può passare a piedi per il nuovo Centro Conferenziale alle quattordici e quarantacinque.

Speaker B: Perfetto. Poi si ritorna alla sala B6 alle quindici, si prende un tè, e offriamo l'opportunità di discutere possibili collegamenti didattici secondo quello che hanno visto durante la visita.

Speaker A: Il loro treno parte alle sedici e dieci, dunque abbiamo abbastanza tempo a disposizione per una buona chiacchierata. Bisognerà accompagnarli alla stazione verso le quindici e quarantacinque.

Speaker B: D'accordo. Mi sembra una giornata abbastanza piena!

continued next page

SIMULATION 7 - Italian (continued)

Sample pro-forma for completion in English:

Visit date:	
Arrival time of train:	
Name of person who will meet visitors:	
Start time & place: & activity:	
Further times & activities:	
Lunch arrangements:	
Afternoon timings, locations & activities:	

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SIMULATION 8 - Italian

SPEAKING - LEVEL 4

Element S4.2: Take part in complex discussions and meeting

Sections covered: Performance criteria: 1, 2, 3, 5, 6

Range of use:

- In work contexts
- Face-to-face
- In formal settings

The candidate is a member of a panel which has just completed interviewing 3 applicants. They take part in a discussion as to who is the most suitable for the job (4 speakers required).

The following is an **extract** from the discussion. During the course of a **full** discussion, a candidate would probably cover performance criterion 4 as well.

Chair:	Io avrei le mie opinioni sulle qualifiche di questi tre aspiranti, però vorrei condurre una discussione completamente aperta. Dopo tutto, siamo una ditta che si vanta dei propri concetti democratici e che offre uguali opportunità a tutti, dunque sono disposto a essere convinto.
Candidate:	Beh, secondo me siamo completamente d'accordo sul terzo aspirante. Si è dimostrato veramente debole.
<i>Colleague 1:</i>	<i>Però, se si segue il sistema di punteggio che avevamo accordato, questo aspirante si dimostra abbastanza forte. Tocca a noi dimostrare più obiettività.</i>
Candidate:	Riconosco che la situazione sia veramente falsa e stressata, ma mi aspettavo una migliore prestazione, oppure una minima conoscenza delle esigenze del lavoro. Ovviamente, non si è preparato a fondo.
<i>Colleague 2:</i>	<i>Il terzo aspirante ha segnato bene in generale, ma la persona da noi richiesta dovrebbe dimostrare un punteggio altissimo nelle specializzazioni inter-personali. Da ricordare che qui ci vuole un comunicatore.</i>
Candidate:	Condivido l'opinione. Secondo me, dovremmo cominciare a prendere in considerazione gli altri due aspiranti, che mi sembrano più adatti alle esigenze dell'impiego.
Chair:	Sì, dobbiamo esaminare le prestazioni di tutti gli aspiranti, per arrivare ad una intesa finale.

continued next page

In this simulation applicant number 3 is male (see page 73 for information).

SIMULATION 8 - Italian (continued)

NOTE: An alternative discussion could be designed using the following scenario:

- Ring a colleague to discuss a new idea for a marketing campaign for a chain of hotels.
- Respond to your colleague's comments appropriately.
- Outline your ideas for a series of themed events at the hotels; this might relate for example to food from different countries, or to different historical periods.
- Respond to comments, questions and objections raised by your colleague.

(Only 2 speakers would be required for this scenario.)

This scenario gives the opportunity to cover the following:

Sections covered: **Performance criteria:** 1, 2, 3, 4, 5, 6

Range of use:

- In work contexts
- By telephone

GUIDANCE ON CONSTRUCTING SIMULATED ACTIVITIES

Evidence should be naturally-occurring where possible.

The following guidance is intended to provide help from first principles on constructing a simple simulation. But be aware that listening and speaking are linked, as are reading and writing.

Simulations can also be set within a wider scenario and can be linked to cover a number of skills. Or one comprehensive assignment could be set to cover a number of skills. For example, a telephone call could lead to a meeting with a letter to confirm the meeting, leading to oral interaction, ie both listening and speaking at the meeting itself.

Simulated activities should be as realistic as possible and designed so that they:

- will fill the gaps in a candidate's evidence
or
- will provide all (or most) of the evidence for an element.

The following guidelines will help you to plan and construct realistic simulations.

We have used Speaking Level 1 Element S1.2. (Take part in simple, predictable conversations) to illustrate the guidance provided below.

Identify part of the range which you need a simulation to cover. This may be to cover a gap in the candidate's evidence. For the purpose of this guidance let us suppose that the candidate is unable to gather evidence for telephone conversations. This dictates that the simulation will be centred around a telephone conversation. However, to make the simulation as realistic as possible in the context of the element being assessed, consider the full range of circumstances specified for the element, ie consider:

- in work contexts
- in social contexts relevant to work.

Also consider the performance criteria:

- 1 use simple questions and responses to exchange information about familiar personal or social matters
- 2 use simple questions and responses to exchange information about familiar work-related matters
- 3 use simple, set phrases to express feelings, needs and preferences
- 4 use simple, set phrases to make requests and/or clarify understanding
- 5 use spoken conventions appropriate to the context.

You will also need to consider the knowledge and skills which will naturally be used (without using the Knowledge and skills section of the unit as a checklist).

Once you have identified which items link naturally together, incorporate these into your outline scenario. Wherever possible, devise an outline scenario based on the candidate's occupational context. If the candidate works for a firm of accountants, build the scenario around this.

Example 1

A suitable scenario for a simulation meeting the range requirement 'By telephone...' could be:

A candidate works for a firm of accountants. One of the company's computers developed a fault and was sent away for repair four weeks ago. The company was promised return of the computer within four weeks. The candidate's boss has asked the candidate to telephone the repair company to find out the following information:

- When will the computer be returned?
- What will be the cost of the repair?
- What method of payment is needed?
- What payment will be made by the repair company if the work is not completed on time?

Note: **You should not be writing a full script but devising a framework for a role play.**

Example 2

You may want to design a face-to-face task instead.

Devise an outline scenario. Wherever possible, bear in mind the candidate's occupational context.

The scenarios should give the candidate the opportunity to meet the maximum number of performance criteria and all the chosen parts of the range of use.

Remember: a simulation scenario is the framework for a role play, it is not the full script.

Simulation A is an example of a suitable scenario for a simulation meeting the range requirements of example 1.

Simulation B is an example of a suitable scenario for a simulation meeting the range requirements of example 2.

To cover a whole unit through simulation, you must make sure that you design enough simulations to cover all the range items.

Simulation A

SPEAKING LEVEL 1

UNIT S1 SPEAK USING SIMPLE LANGUAGE IN FAMILIAR WORK CONTEXTS

Element S1.2

Take part in simple, predictable conversations

Sections covered:

Performance criteria: 1, 2, 3, 4, 5

Range of use:	<ul style="list-style-type: none"> • In work contexts • By telephone
----------------------	--

The candidate works for a firm of accountants. One of the company's computers developed a fault and was sent away for repair four weeks ago. The company was promised a return of the computer within four weeks. The candidate's manager has asked the candidate to telephone the repair company's customer services department to find out the following information:

- when will the computer be returned?
- what will be the cost of the repair?
- what method of payment is needed?
- what payment will be made by the repair firm if the work is not completed on time?

Simulation B

SPEAKING LEVEL 1

UNIT S1 SPEAK USING SIMPLE LANGUAGE IN FAMILIAR WORK CONTEXTS

Element S1.2

Take part in simple, predictable conversations

Sections covered:

Performance criteria: 1, 2, 3, 4, 5

Range of use:	<ul style="list-style-type: none"> • In work contexts • In social contexts relevant to work • Face-to-face
----------------------	---

The candidate works for a large chain of hotels. He/she attends a meeting with the Marketing Manager to discuss the success of a current marketing campaign. The Marketing Manager greets the candidate and asks after his/her family and about the candidate's recent holiday. The Marketing Manager describes the campaign and the candidate asks whether the hotel chain has received more enquiries or bookings. The candidate asks which part of the campaign the Marketing Manager feels was the most successful; the Marketing Manager says their targeting of selected travel agents. The candidate asks when the next campaign is going to take place.

GUIDANCE ON AMOUNT OF PERFORMANCE EVIDENCE

- OCR is often asked about the amount of evidence required to meet the standards. This is in practice difficult to quantify, especially where evidence is generated naturally, and given that evidence may be referenced to more than one Element, or even skill (Unit).
- There must be sufficient evidence to support a safe inference that the candidate can achieve the standards in a unit consistently. All performance criteria must be met and the whole of the range covered. The candidate must also have mastery of the appropriate knowledge and skills.
- The table below gives an indication of the minimum amount of evidence which must be provided:

Level 1

Unit	Evidence
L1	Not less than 3 minutes' listening by the candidate
S1	At least 3 samples, which total at least 3 minutes' speaking by the candidate
R1	At least 3 samples
W1	At least 3 samples

Level 2

Unit	Evidence
L2	At least 3 minutes' listening by the candidate
S2	At least 5 samples, which total at least 3 minutes' speaking by the candidate
R2	At least 3 samples
W2	At least 5 samples

Level 3

Unit	Evidence
L3	At least 5 minutes' listening by the candidate
S3	At least 5 samples, which total at least 10 minutes' speaking by the candidate
R3	At least 5 samples
W3	At least 5 samples

Level 4

Unit	Evidence
L4	For Element L4.1: 2 samples, each totalling 5 minutes' listening by the candidate For Element L4.2: 2 samples, each representing 5 minutes' discussion

S4	For Element S4.1: 2 samples, each totalling at least 10 minutes' speaking by the candidate For Element S4.2: 2 samples, each representing at least 12 minutes' discussion
R4	6 samples, each of at least 500 words
W4	6 samples. Correspondence produced must be at least 300 words in length. Other texts must be of at least 500 words

RECORDING DOCUMENTS

The following recording documents are included in this support pack:

- Evidence Record Sheet (one for each element)
- Unit Record Sheet (one for each unit)
- Assessor's Observation Sheet.

NB Centres may also wish to construct recording documents which cover more than one unit (in order to track evidence provided, for example, by a simulation covering more than one skill or by a complex assignment), or which cover a number of candidates, in order to track progress of individuals within a group. A grid format will be suitable for this purpose.

Evidence Record Sheet (one for each element)

This form (or a suitable alternative) is mandatory for candidates' CARs. It links the evidence to the performance criteria, range of use and knowledge and skills requirements.

The evidence for the element should be listed (as it is collected) down the left hand side.

If evidence is stored in a portfolio of evidence, the identifier for the evidence (eg reference number or letter) should be recorded in the 'reference or location' column. If evidence is held outside a portfolio of evidence, a full description of the evidence should be provided in the left hand column and the location recorded in the 'reference or location' column.

The performance criteria met must be noted in the 'performance criteria' column. In the 'range of use' and 'Knowledge and skills' columns, a record should be made of the items covered.

This form should, where possible, be filled in by the candidate with the help of an assessor if necessary.

Unit Record Sheet (one for each unit)

This sheet (or a suitable alternative) is mandatory for candidates' CARs. It confirms that all the requirements for the unit have been met, including:

- Performance criteria
- Performance evidence
- Knowledge and skills
- Range.

Assessor's Observation Sheet

The use of this form is optional. It enables an assessor to record what they saw and heard when a candidate performed a task, for example, observation of the candidate in a meeting at work.

Completed examples and master copies of all these forms are provided in this section.

The master recording forms can be photocopied as many times as they are needed to record the collection of evidence towards the OCR National Language Units.

Wherever possible, the Evidence Record Sheets and Unit Record Sheets should be filled in by the candidate (with the help of the assessor if necessary). However, it is recognised that, in some instances, assessors may complete these forms for candidates. If this is the case, assessors must ensure that candidates understand the purpose of this activity.

OCR NATIONAL LANGUAGE UNITS UNIT RECORD SHEET

Language: English

Unit title and level: S2 - Speaking Level 2

Candidate signature: Katrina Hamed

Date: 30.1.2***

Have you completed all of the performance criteria, for all of the elements, in this unit?	✓
Have all the minimum requirements of the performance evidence for the unit been met?	5 samples ✓ 3 ½ minutes ✓
Have all the knowledge and skills for this unit been reflected in your performance evidence?	Yes

(Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the requirements for this unit.

Signature of assessor: Tracy Kemp Date: 30.1.2***

(Page 1 of 1)

Countersignature of qualified assessor (if required) and date: _____

IV initials (if sampled) and date: _____ Countersignature of qualified IV (if required) and date: _____

OCR NATIONAL LANGUAGE UNITS EVIDENCE RECORD SHEET

Language: English

I confirm that the evidence provided is a result of my own work.

Unit title and level: S2 - Speaking Level 2

Candidate signature: Katrina Hamed

Element title and number: S2.2 Take part in routine conversations

Date: 11.1.2***

Evidence	Portfolio reference or location	Performance criteria	Range of use	Knowledge and skills
<ul style="list-style-type: none"> Simulation 3 	Section 2	1, 3, 4, 6	<ul style="list-style-type: none"> In work contexts Face-to-face 	Yes esp. K11, K13
<ul style="list-style-type: none"> Discussion with colleagues to give information about arrangements made for office outing 	Video - Section 10 - 2.33 mins.	1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> In social contexts relevant to work By video-conference 	Yes esp. K5

(Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the requirements for this element.

Signature of assessor: Tracy Kemp Date: 11.1.2***

Page 1 of 1)

Countersignature of qualified assessor (if required) and date: _____

IV initials (if sampled) and date: _____ Countersignature of qualified IV (if required) and date: _____

OCR NATIONAL LANGUAGE UNITS

Assessor's Observation Sheet

Date: 3.02.*** Name of candidate: James Reynolds

Language: German

Centre: A-Z Training Unit and level: Speaking Level 1 S1.2

Details of:

Tasks observed

Candidate dealing with a customer query regarding an order placed for electrical equipment.

James provided relevant information confirming exact order - quantity, price, dates etc.

Questions asked

James used the familiar form - 'du' on 2 occasions; I questioned him on what form should be used with customers and why. He correctly identified that 'Sie' should be used in a formal business environment. He clarified that 'du' is used only in informal situations.

Range of use covered

In work contexts

Face-to-face

Feedback given

James must take care with his use of the familiar form when it is inappropriate.

Good pronunciation with no need for repetition.

Signature of assessor: L D Mills Date: 03.02.***

Signature of candidate: James Reynolds Date: 03.02.***

Countersignature of qualified assessor (if required and date):

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OCR National Language Units Unit Record Sheet

Language: _____

Unit title and level: _____

Candidate signature: _____

Date: _____

Have you completed all of the performance criteria, for all of the elements, in this unit?	
Have all the minimum requirements of the performance evidence for the unit been met?	
Have all the knowledge and skills for this unit been reflected in your performance evidence?	

(Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the requirements for this unit.

Signature of assessor: _____ Date: _____

(Page of)

Countersignature of qualified assessor (if required) and date: _____

IV initials (if sampled) and date: _____ Countersignature of qualified IV (if required) and date: _____

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OCR National Language Units Evidence Record Sheet

Language: _____

I confirm that the evidence provided is a result of my own work.

Unit title and level: _____

Candidate signature: _____

Element number and title: _____

Date: _____

Evidence	Portfolio reference or location	Performance criteria	Range of use	Knowledge and skills

(Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the requirements for this element.

Signature of assessor: _____ Date: _____

(Page of)

Countersignature of qualified assessor (if required) and date: _____

IV initials (if sampled) and date: _____ Countersignature of qualified IV (if required) and date: _____

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OCR NATIONAL LANGUAGE UNITS

Assessor's Observation Sheet

Date: Name of candidate:

Language:

Centre: Unit and level:

Details of:

Tasks observed

Questions asked

Range of use covered

Feedback given

Signature of assessor: Date:

Signature of candidate: Date:

Countersignature of qualified assessor (if required) and date:

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GLOSSARY OF LINGUISTIC TERMS

This is a glossary of the terms used throughout the units, which refer to features of language and linguistic competence.

Accent	The combination of pronunciation, modulation, intonation and fluency you use when speaking a language. NB 'Accents', meaning written marks above or below the letters of certain languages, are not what is meant here.
Accuracy	When using the Standards, you should note two broad guidelines: a) accuracy is more important in formal than in informal communication and may be vital even at low levels eg when writing under a company letterhead; and b) at lower levels, errors in spoken communication are acceptable provided that they do not impair understanding.
Ambiguities	Possible double or even multiple meanings of certain words and expressions.
Aspect	In the Standards, 'aspect' refers to the time (past, present or future) at which an event is said to happen. For example, in some languages, what is grammatically the present tense can describe the future aspect, eg 'I leave for Berlin tomorrow'.
Basic	'Basic' language as described in the Standards is made up of a small range of high frequency, simple words and set phrases. At this level, you can understand and apply these words and set phrases in highly predictable, defined work or social situations.
Colloquial(-ism)	Conversational language, often including slang. This may include vocabulary and expressions acceptable among colleagues or in a close working group. Colloquialisms may be inappropriate in formal communications but are appropriate in some settings and can help to build rapport.
Complex	'Complex' language as described in the Standards is made up of complex sentences, specialised words and expressions. A 'complex' sentence is one in which two or more 'simple' sentences are linked together. 'Complex' can also refer to the nature of a task (eg a 'complex' discussion may involve several speakers or a sensitive negotiation).
Conditional	Expresses 'if...' – 'then' relationships between two sentences, eg 'If you go out in the rain without an umbrella, (then) you will get wet.' The conditional is also used without this literal meaning in polite expressions, eg 'I would like a glass of water.'

Convention	An expression, generally in a set form, which is used as a courtesy in certain situations (eg to greet or take leave of someone, to open or close a letter). You can often learn conventions by heart without analysing their literal meaning or changing their form.
Context	Refers either to the immediate language (sentence, paragraph, etc) or to the broader work or social situation in which the language is used. In either case, it can affect the vocabulary or expressions you choose, or the way you understand another person's choice of language.
Dialect	A variant of a language which includes different expressions, accents and variations on the standard grammar. A native speaker of a 'standard' language may have some problem with dialects of that language.
Discourse	'Discourse' markers are vocabulary and expressions which are used to make what is being expressed as coherent as possible, eg acknowledging what has just been said, indicating whether you are about to agree or disagree, referring back and forwards to what you have said or intend to say.
Evaluate	At higher levels, you may need to do more than understand literally a text or a passage of speech. Evaluation means assessing the importance of what is written or said in the work or social context.
Everyday	In the daily experience of most people.
Extract	To identify facts and data, without necessarily understanding the overall meaning of a piece of text or passage of speech.
Familiar	Regularly encountered in the course of work or relevant social activities.
Fluency	The ability to speak or write the language with minimal or no hesitation and use of reference sources.
Format	The way in which a text or passage of speech is presented, eg as a letter, formal lecture etc.
Gist	The main point or idea of a text or passage of speech.
Grammar	The set of rules and practices according to which the words of a language are assembled and modified to create an infinite range of meaning. At entry and level 1, you may be limited by lack of grammatical knowledge to producing 'set phrases' which are useful only in predictable situations.

Idiom	An expression which means something different from the combination of individual words, so that it cannot be 'literally' translated. 'Idiom' is also used more loosely to mean any expression in the target language.
Imperative	The form of words used to give an implicit or explicit order.
Infinitive	The basic unmarked form of a verb, ie the 'dictionary form'.
Intonation	The 'musical' quality of a language, marked by the rise and fall of the voice and emphasis given to syllables and parts of phrases/sentences. This varies significantly between languages. Inappropriate intonation can make it difficult to understand what is meant, or can alter the meaning entirely.
Interrogative	Sentences which request information about something in the form of a question.
Manipulate	To make grammatical changes to alter, re-order, substitute or recombine words.
Negative	Statements or questions in which the action is denied are in the negative form, eg 'We never accept credit cards' or 'Don't you like coffee?'
Nuance	A shade of meaning, expressed through choice of words and phrases.
Phrase	A grouping of words which stands together grammatically but does not make a complete clause or sentence, eg 'John's son'. 'Set phrases' are familiar phrases which you can use, without necessarily having the grammatical knowledge to create them (eg 'Good morning').
Positive	Statements or questions in which the action is affirmed are in the positive form, eg 'We accept credit cards' or 'Do you like tea?'
Pronunciation	The system of sound values given to individual letters, groups of letters or particular words. Pronunciation of a written letter, for example, can vary significantly between languages. At the lowest levels, a good approximation may be acceptable if it does not impair meaning. At higher levels you would aim for pronunciation closer to that of a native speaker.

Register	A set of speech characteristics which may vary according to relationships between language users, situations and the medium of communication. 'Standard register' is used typically between colleagues, casual acquaintances or strangers, and will usually not involve particular familiarity, technicality, humour, irony or innuendo. Where there is a high degree of familiarity between language users, many informalities may be exchanged which would be laughable or even offensive in a business context. On the other hand, using a formal register in speaking to a close colleague could be construed as cold or linguistically inept.
Routine	'Routine' language as described in the Standards combines simple sentence structures, consisting of formulaic language, and some less familiar elements relevant to your occupational area or related social activities.
Scan	To read text in order to find a particular kind of information, eg to identify all the product names mentioned in a letter or pick out comments in a report which are favourable and those which are not.
Sentence	A self-contained group of words which makes complete sense, which almost always contains a verb.
Simple	'Simple' language as described in the Standards is made up of a limited range of common vocabulary, set phrases and 'simple' sentences. A 'simple' sentence is one in which there is just one verb, eg 'We received the delivery today'.
Skim	To 'speed read' a text, gaining a quick insight into its content or the writer's perspective, without dwelling on detail.
Structures	Groups of words assembled according to grammatical rules. The rules of combination of types of words vary between languages and you may have to master different rules to be able to create independent phrases and sentences. When you are required to 'use structures' in the Standards it is assumed that you can build them independently and have not had to learn a fixed combination of words, without understanding them.