

# **Specification of Generic (Foundation) Competencies**

## **English**

**Summary Table of Units of Competency  
and  
Description of each Unit of Competency**

## Summary Table of Generic English Competencies

NB 1 Each of the numbered competencies below should be read in combination with the qualifying statement in the shaded area at the top of the column.  
 2 Additional features and/or new modifiers embodied in Levels 2-4 appear in bold. 3 More examples can be found in *Additional Examples for Generic English Competencies*.

|  |  | Level 1  | Level 2   | Level 3   | Level 4   |
|--|--|--|---|---|---|
| DESCRIPTORS  |  | Use <b>very simple</b> language in <b>short</b> texts in a <b>small</b> range of <b>familiar, routine</b> contexts to:   | Use <b>simple</b> language in <b>short</b> texts in a <b>specified</b> range of <b>familiar, routine</b> contexts to:   | Use <b>increasingly complex</b> language in texts of <b>increasing length</b> in a <b>wide</b> range of <b>largely familiar</b> contexts to:  | Use <b>complex</b> language in <b>extended</b> texts in a <b>wide</b> range of <b>both familiar and some new</b> contexts to:   |
| SKILLS   |  |  |   |   |   |
| L<br>I<br>S<br>T<br>E<br>N<br>I<br>N<br>G  |  | Understand predictable factual spoken information<br>(GCEN101)<br><i>eg a simple, short tannoy announcement about shop opening hours;<br/>a simple, short hotline message about application procedures</i>                           | Understand predictable spoken information, <b>ideas, related explanations, discussion/argument, and evaluation</b><br>(GCEN201)<br><i>eg a short briefing on new products;<br/>a short talk on safety precautions</i>                           | Understand <b>both predictable and unpredictable</b> spoken information, ideas, explanations, discussion/argument, and evaluation<br>(GCEN301)<br><i>eg a TV business news report on work ethics;<br/>a government radio appeal for corporate charity</i>                       | Understand both predictable and unpredictable spoken information, ideas, explanations, discussion/argument, and evaluation<br>(GCEN401)<br><i>eg a lengthy presentation about a new market;<br/>an extended radio report evaluating economic conditions</i>   |
| L<br>I<br>S<br>T<br>E<br>N<br>I<br>N<br>G<br>&<br>S<br>P<br>E<br>A<br>K<br>I<br>N<br>G |  | Interact socially in conversation<br>(GCEN102)<br><i>eg a very simple, short group exchange about weekend activities;<br/>a very simple, short 1-1 exchange about family members</i>   | Interact socially in conversation<br>(GCEN202)<br><i>eg a simple, short 1-1 chat about vacation plans;<br/>a simple, short group exchange about a film</i>  | Interact socially in conversation<br>(GCEN302)<br><i>eg a 1-1 chat about changing jobs;<br/>a group exchange evaluating a current event</i>   | Interact socially in conversation<br>(GCEN402)<br><i>eg an extended 1-1 argument about car parking at work;<br/>an extended emotional discussion about a serious personal problem</i>   |
|  |  | Handle predictable factual information in oral interactions<br>(GCEN103)<br><i>eg a very simple, short request/response about established prices;<br/>a very simple, short telephone exchange about routine meeting arrangements</i> | Handle predictable information, <b>ideas and related explanations</b> in oral interactions<br>(GCEN203)<br><i>eg a simple, short enquiry/reply about product availability;<br/>a simple, short discussion about buying new office equipment</i> | Handle predictable information, ideas, related explanations, <b>discussion/argument, and evaluation</b> in oral interactions<br>(GCEN303)<br><i>eg a discussion about improving payment methods;<br/>a meeting about changes to procedures for handling customer complaints</i> | Handle both predictable <b>and unpredictable</b> information, ideas related explanations, discussion/argument, and evaluation in oral interactions<br>(GCEN403)<br><i>eg an extended job appraisal interview;<br/>an extended and detailed question-and-answer session about a new company policy</i> |
| S<br>P<br>E<br>A<br>K<br>I<br>N<br>G   |  | Present factual information orally<br>(GCEN104)<br><i>eg a very simple, short 1-1 description of hotel facilities;<br/>a very simple, short group demonstration explaining a new door code procedure</i>                             | Present information, <b>ideas and related explanations</b> orally<br>(GCEN204)<br><i>eg a simple, short briefing on solving routine technical problems;<br/>a simple, short introduction of a new menu to a customer</i>                        | Present information, ideas and related explanations, <b>discussion/argument, and evaluation</b> orally<br>(GCEN304)<br><i>eg a presentation promoting a new product;<br/>a talk on the latest developments in logistics</i>   | Present information, ideas and related explanations, discussion/argument, and evaluation orally<br>(GCEN404)<br><i>eg an extended presentation proposing ways of making resource savings;<br/>an extended report on a sensitive topic such as stealing at work</i>                                    |

|  | Level 1  | Level 2  | Level 3  | Level 4  |
|--|--|--|--|--|
| <b>DESCRIPTORS</b>   | Use <b>very simple</b> language in <b>short</b> texts in a <b>small</b> range of <b>familiar, routine</b> contexts to:   | Use <b>simple</b> language in <b>short</b> texts in a <b>specified</b> range of <b>familiar, routine</b> contexts to:  | Use <b>increasingly complex</b> language in texts of <b>increasing length</b> in a <b>wide</b> range of <b>largely familiar</b> contexts to:   | Use <b>complex</b> language in <b>extended</b> texts in a <b>wide</b> range of <b>both familiar and some new</b> contexts to:  |
| <b>SKILLS</b>  |  |  |  |  |
| <b>R<br/>E<br/>A<br/>D<br/>I<br/>N<br/>G</b>   | Understand predictable factual written information<br>(GCEN105)<br><i>eg timetable details in a bus company website;<br/>a simple, short notice about suspension of service</i>  | Understand predictable written information, <b>ideas, related explanations, discussion/argument, and evaluation</b><br>(GCEN205)<br><i>eg a short newspaper article advising about job hunting;<br/>a short press release warning about a computer virus</i>   | Understand <b>both predictable and unpredictable</b> written information, ideas, explanations, discussion/argument, and evaluation<br>(GCEN305)<br><i>eg a promotional leaflet about banking services;<br/>rules on kitchen hygiene in a catering handbook</i>             | Understand both predictable and unpredictable written information, ideas, explanations, discussion/argument, and evaluation<br>(GCEN405)<br><i>eg an extended magazine article on global economic threats;<br/>an extended section of a corporate report</i>   |
| <b>R<br/>E<br/>A<br/>D<br/>I<br/>N<br/>G<br/>&amp;<br/>W<br/>R<br/>I<br/>T<br/>I<br/>N<br/>G</b> | Handle predictable factual information in written correspondence<br>(GCEN106)<br><i>eg a very simple, short formulaic letter confirming a routine order;<br/>a very simple, short e-mail reply to a formulaic invitation</i> | Handle predictable information, <b>ideas and related explanations</b> in written correspondence<br>(GCEN206)<br><i>eg a simple, short routine memo refusing a request;<br/>a simple short letter requesting a quotation</i>                                    | Handle predictable information, ideas, related explanations, <b>discussion/argument, and evaluation</b> in written correspondence<br>(GCEN306)<br><i>eg a circular explaining proposals for a new commission scheme;<br/>a letter complaining about quality of service</i> | Handle both predictable <b>and unpredictable</b> information, ideas, related explanations, discussion/argument, and evaluation in written correspondence<br>(GCEN406)<br><i>eg an extended e-mail explaining a new, problematic last-minute change in circumstances;<br/>an extended letter responding to a justified customer complaint</i> |
| <b>W<br/>R<br/>I<br/>T<br/>I<br/>N<br/>G</b>   | Present factual information in written form<br>(GCEN107)<br><i>eg a very simple, short stock-taking inventory;<br/>a very simple, short meeting agenda</i>   | Present information, <b>ideas, related explanations, discussion/argument and evaluation</b> in written form<br>(GCEN207)<br><i>eg a simple, short notice about a company branch opening ceremony;<br/>simple, short instructions for handling shop refunds</i> | Present information, ideas, related explanations, discussion/argument and evaluation in written form<br>(GCEN307)<br><i>eg a straightforward report on a workplace initiative;<br/>a staff development plan</i>  | Present information, ideas, related explanations, discussion/argument and evaluation in written form<br>(GCEN407)<br><i>eg an extended immigration application form;<br/>a press release about a serious industrial accident</i>   |

## Additional Examples for Generic English Competencies

NB These examples aim to illustrate workplace tasks in a range of jobs, trades and industries. They should be read in conjunction with the skills/competencies (vertical axis) and level descriptors (horizontal axis). The precise definition of skills/competencies varies according to the level - for full details, please see the specifications in the relevant Unit of Competency

| <b>LEVEL</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  |
|---|---|--|--|---|
| <b>DESCRIPTORS</b>  |   |  |  |   |
| <b>SKILLS &amp; COMPETENCIES</b>  | Use <b>very simple</b> language in <b>short</b> texts in a <b>small</b> range of <b>familiar, routine</b> contexts  | Use <b>simple</b> language in <b>short</b> texts in a <b>specified</b> range of <b>familiar, routine</b> contexts  | Use <b>increasingly complex</b> language in texts of <b>increasing length</b> in a <b>wide</b> range of <b>largely familiar</b> contexts   | Use <b>complex</b> language in <b>extended</b> texts in a <b>wide</b> range of <b>both familiar and some new</b> contexts   |
| <b>LISTENING</b><br><b>1 Understand spoken information</b>                    | <p>1. A simple, short radio news report warning about MTR delays;<br/>A simple, short briefing about weekly clinic work arrangements;<br/>A simple, short TV promotion about a new office water dispenser;<br/>A simple, short presentation about shop deliveries</p>                                 | <p>1. A short presentation on annual sales;<br/>A short speech proposing new working hours;<br/>A radio discussion about hot weather health matters;<br/>A short expression of appreciation at a corporate ceremony</p>  | <p>1. A briefing on a visit by a foreign VIP customer;<br/>A sales promotion of new office software packages;<br/>A motivational speech to encourage greater productivity in a beauty spa;<br/>A presentation proposing a five-day working week for office staff</p> | <p>1. An extended TV discussion about a new economic policy for old people;<br/>A presentation proposing a new IT business management system;<br/>A political speech in favour of/ against mother-tongue education;<br/>A briefing on initiating a redundancy policy</p>    |
| <b>LISTENING &amp; SPEAKING</b><br><b>2 Interact socially in conversation</b> | <p>2. A very simple, short 1-1 health enquiry/response;<br/>A very simple, short 1-1 chat about weekend plans;<br/>A very simple, short telephone exchange about a lunch invitation;<br/>A very simple, short group chat about feelings towards work/jobs</p>   | <p>2. A simple, short 1-1 exchange on hiking in the countryside;<br/>A simple, short group exchange about study plans;<br/>A simple, short telephone exchange about a recent concert;<br/>A simple, short group discussion arranging a company boat trip</p>                             | <p>2. A 1-1 exchange involving disagreement on a social issue, such as drinking;<br/>A group argument about sales tax;<br/>A 1-1 chat about a familiar personal issue, such as dieting;<br/>A group exchange about moving house</p>                                  | <p>2. A group conversation expressing empathy about raising children;<br/>An extended group exchange evaluating insurance plans;<br/>A lengthy 1-1 chat on relationships between bosses and subordinates;<br/>A 1-1 extended chat about self-improvement</p>                |
| <b>3 Handle information (etc) in oral interactions</b>                        | <p>3. A very simple, short telephone apology for a late order;<br/>A very simple, short request/response about office directions;<br/>A very simple, short confirmation of business hours for deliveries;<br/>A very simple, short office meeting about changing procedures for distributing mail</p> | <p>3. A simple, short telephone complaint about a wrong order;<br/>A simple, short discussion on buying new office equipment;<br/>A simple, short question-and-answer session about a recently introduced office catering service;<br/>A simple, short interview about work progress</p> | <p>3. A discussion about a client's product design preferences (eg toys);<br/>A question-and-answer session about a firm's expansion plans;<br/>A market research interview about holiday travel habits;<br/>A meeting evaluating allocation of human resources</p>  | <p>3. An extended job application/promotion interview;<br/>A lengthy meeting on how to handle difficult customers;<br/>A lengthy press conference about a sensitive issue (eg faulty products);<br/>A complex complaint, including rights and wrongs on both sides</p>      |
| <b>SPEAKING</b><br><b>4 Present information (etc) orally</b>                  | <p>4. A very simple, short statement about discounts in a shop;<br/>A very simple, short announcement about extra holiday ferry services;<br/>A very simple, short recorded telephone announcement about service hours;<br/>A very simple, short account of a problem with a photocopier</p>          | <p>4. A simple, short demonstration of a computer procedure;<br/>A short formulaic talk on post office security matters;<br/>A simple, short briefing on welcoming customers;<br/>A simple, short meeting announcement about a new international rule on copyright</p>                   | <p>4. A talk describing an accident and ways of avoiding more;<br/>A presentation promoting/explaining a new government continuing education scheme;<br/>A demonstration of a complex machine repair;<br/>A briefing on the correct way to mix cocktails</p>         | <p>4. A speech about a company's achievements at an anniversary celebration;<br/>An in-depth proposal about a company reorganization;<br/>A detailed presentation on advances in nursing practice;<br/>An extended briefing about strategy for a forthcoming sales trip</p> |

| LEVEL<br>DESCRIPTORS<br>SKILLS<br>& COMPETENCIES  | 1  | 2   | 3  | 4   |
|---|--|---|--|---|
|   | Use <b>very simple</b> language in <b>short</b> texts in a <b>small</b> range of <b>familiar, routine</b> contexts   | Use <b>simple</b> language in <b>short</b> texts in a <b>specified</b> range of <b>familiar, routine</b> contexts   | Use <b>increasingly complex</b> language in texts of <b>increasing length</b> in a <b>wide</b> range of <b>largely familiar</b> contexts   | Use <b>complex</b> language in <b>extended</b> texts in a <b>wide</b> range of <b>both familiar and some new</b> contexts   |
| <b>READING</b><br><b>5 Understand written information</b>                                   | 5. <i>A simple, short product advertisement;<br/>A simple, short meeting agenda;<br/>A simple, short dress code instructions in a property agency;<br/>A simple, short accident report form;<br/>A simple, short magazine article about office stationery prices</i>           | 5. <i>A simple, short promotional leaflet about hair care products;<br/>A simple, short trade journal article giving shipping advice;<br/>A simple, short section of a manual recommending storage conditions;<br/>Simple, short mission/vision statements in corporate literature</i>      | 5. <i>A newspaper article describing advances in catering technology;<br/>An article describing international watch and clock sales trends;<br/>A press release about an industrial development plan;<br/>A company history on a corporate website</i>                                       | 5. <i>A detailed personal profile for a job application;<br/>A detailed proposal on overseas investment;<br/>Detailed instructions for using a new fire alarm device;<br/>A long trade journal article about management issues</i>  |
| <b>READING &amp; WRITING</b><br><b>6 Handle information (etc) in written correspondence</b> | 6. <i>A very simple, short e-mail requesting payment for goods;<br/>A very simple, short cover letter enclosing a requested price list;<br/>A very simple, short e-mail responding to a suggestion about a delivery time;<br/>A very simple, short memo applying for leave</i> | 6. <i>A simple, short memo indicating preference for a particular medical plan;<br/>A simple, short reply letter suggesting delivery details;<br/>A simple, short message changing meeting arrangements;<br/>A simple, short e-mail responding to a query about leave-taking procedures</i> | 6. <i>A message requesting details about a recent incident at work (eg broken equipment);<br/>An e-mail inviting long-term clients to comment on a new publicity campaign;<br/>An offer letter describing a special product promotion;<br/>A memo responding to a proposal for flexitime</i> | 6. <i>A letter to customers explaining in detail the need for a massive price increase;<br/>An e-mail responding in detail to a proposal to cut back on client services;<br/>A memo arguing against frontline manpower reductions;<br/>A message from a restaurant manager on sick leave to the waiting staff explaining the need for extra overtime work</i> |
| <b>WRITING</b><br><b>7 Present information (etc) in written form</b>                        | 7. <i>A very simple, short online form booking a hotel;<br/>A very simple, short product price list;<br/>A very simple, short log book entry about a technical fault;<br/>A very simple, short resume</i>  | 7. <i>A simple, short list of rules for beauty salon hygiene;<br/>A simple, short meeting agenda;<br/>A detailed itinerary for a business trip;<br/>A simple, short leaflet promoting healthy food products</i>   | 7. <i>Guidelines for recruiting staff;<br/>A routine sales report evaluating trends;<br/>A notice explaining a firm's policy about corrupt practices;<br/>A brochure about tourist attractions</i>   | 7. <i>A detailed press release on a new product;<br/>A report on a complex and problematic work issue such as sexual harassment;<br/>An extended proposal for increasing the effectiveness of staff development;<br/>Extended guidelines on new emergency measures</i>  |

## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |   |
|-------------------|---|
| <b>Unit Title</b> | <b>Understand predictable factual spoken information (<i>Listening</i>)</b> |
| <b>Unit Code</b>  | GCEN101A  |
| <b>Level</b>      | 1   |
| <b>Credit</b>     | 5   |

#### Unit Purpose

Individuals with this competency are, with assistance, able to understand short spoken texts containing predictable, factual information, relating to a small range of familiar, routine contexts, and expressed in simple language, in order to identify and/or extract specific information.

| Elements of Competency   | Performance Criteria   |
|--|--|
| 1 Understand predictable factual spoken information in order to identify and/or extract specific information | 1.1 The purpose of the text is understood through identification of the text type, context and subject<br>1.2 The message of the text is understood through identification of the gist, main ideas and specific details<br>1.3 Specific information in the text is identified and/or extracted appropriately |

#### Unit Range

| Context variables                    | Features / <i>Examples</i>   |
|--------------------------------------|--|
| Text types                           | <ul style="list-style-type: none"> <li>• <i>statements, announcements, weather reports, telephone messages, briefings</i></li> <li>• <i>promotions, news reports, presentations</i></li> </ul>                     |
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>face-to-face</i></li> <li>• <i>in recordings</i></li> <li>• <i>over public address systems</i></li> <li>• <i>through media such as radio and television</i></li> </ul> |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>advice, suggestions, invitations</i></li> <li>• <i>directions, instructions, warnings</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>                |

| Context variables     | Features / <i>Examples</i>  |
|-----------------------|---|
| Topics and vocabulary | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> </ul>  |
| Language              | <ul style="list-style-type: none"> <li>• features of speech: <ul style="list-style-type: none"> <li>○ clear pronunciation</li> <li>○ familiar accents</li> <li>○ natural speed</li> <li>○ neutral register</li> </ul> </li> </ul> |

### Assessment Guidelines

- 1 Real-life contexts will involve authentic spoken texts of varying levels of difficulty so, in setting assessments, it may be advisable to use realistic texts with a similar range of difficulty, while keeping in mind, however, the need for tasks at this level to reflect an ability to handle very simple language.
- 2 To ensure adequate demonstration of the competency in a small range of contexts involving different text types, topics and types of information, the assessment event should include at least two texts.

### Special Note

- 1 Level of English assumed to be in place: EMB Key Stage 2 English or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Interact socially in conversation</b> ( <i>Listening and speaking</i> ) |
| <b>Unit Code</b>  | GCEN102A   |
| <b>Level</b>      | 1  |
| <b>Credit</b>     | 6  |

#### Unit Purpose

Individuals with this competency are, with assistance, able to participate, at a sufficient level of comprehension and clarity, in short oral interactions relating to a small range of familiar, everyday contexts, and expressed in very simple language, in order to establish and maintain social relationships effectively.

| <b>Elements of Competency*</b>      | <b>Performance Criteria</b>  |
|-------------------------------------|--|
| 1 Interact socially in conversation | <p>1.1 Communicative functions are handled appropriately</p> <p>1.2 Conventional conversational topics are initiated</p> <p>1.3 Conventional conversational topics are maintained</p> <p>1.4 Turns are taken according to social conventions</p> <p>1.5 Responses that demonstrate understanding of the conversation flow are given</p> <p>1.6 Clarification is sought and given when necessary to help communication</p> <p>1.7 The language used is appropriate to the task</p> <p>1.8 Non-verbal signals are used appropriately</p> <p><b>Range</b></p> <ul style="list-style-type: none"><li>• Speech may be hesitant with false starts, and may comprise only short phrases</li><li>• Speech may include grammatical errors, but these should generally not obscure meaning for a sympathetic listener</li><li>• Articulation, intonation, stress and rhythm may be unconventional, but meaning should generally be fairly clear to a sympathetic listener</li><li>• The exchange should consist of at least four turns by each speaker</li></ul> |

\* Please see Unit Range below for the scope of this competency



| Elements of Competency              | Performance Criteria  |
|-------------------------------------|---|
| <i>(continued)</i>                  | <i>(continued)</i>  |
| 1 Interact socially in conversation | <ul style="list-style-type: none"> <li>• Non-verbal signals may include facial expressions and other body language</li> </ul> |

### Unit Range

| Context variables                    | Features / Examples  |
|--------------------------------------|--|
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>1-1/group interactions</i></li> <li>• <i>face-to-face/telephone interactions, video teleconferences</i></li> </ul>   |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>greetings, introductions, leave-taking</i></li> <li>• <i>social enquiries/requests and replies</i></li> <li>• <i>apologies, thanks, invitations</i></li> <li>• <i>suggestions, offers, persuasion</i></li> <li>• <i>preference, expression of emotions</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>   |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>self, family, general well-being</i></li> <li>• <i>work, weekend activities</i></li> </ul>   |
| Interlocutors                        | <i>acquaintances, co-workers, bosses, customers, general public</i>  |
| Language (output)                    | <ul style="list-style-type: none"> <li>• commonly-used vocabulary</li> <li>• very simple grammatical structures: <ul style="list-style-type: none"> <li>○ simple SVO sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ the simplest use of past/present/future tenses/modals</li> <li>○ simple, common discourse markers (conjunctions, sequence words, etc) (<i>eg “and”, “but”, “because”, “first”, “finally”</i>)</li> </ul> </li> </ul> |

### Assessment Guidelines

- 1 The assessment interaction could be recorded for verification purposes.
- 2 The assessment could be conducted face-to-face, or as if on the telephone or in a video teleconference.
- 3 An individual may be assessed on an actual exchange or in a simulated activity conducted with (a) peer(s) or, if absolutely necessary, (a) teacher(s)/assessor(s).

- 4 As the initiator of a topic or giver of a piece of information is, by definition, psychologically and linguistically better prepared than his/her interlocutor(s), assessors could ensure that, before the assessment interaction, all parties in it are given instructions/stimuli that relate to a mix of both common and individual information so that they have an equal opportunity to deliver and respond to both known and unknown information.

**Special Note**

- 1 Level of English assumed to be in place: EMB Key Stage 2 English or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Handle predictable factual information in oral interactions (<i>Listening and speaking</i>)</b> |
| <b>Unit Code</b>  | GCEN103A   |
| <b>Level</b>      | 1  |
| <b>Credit</b>     | 6  |

#### Unit Purpose

Individuals with this competency are, with assistance, able to participate, at a sufficient level of comprehension and clarity, in short oral interactions relating to a small range of familiar, routine contexts, and expressed in very simple language, in order to understand and communicate predictable, factual information effectively.

| <b>Elements of Competency*</b>                                | <b>Performance Criteria</b>  |
|---|--|
| 1 Handle predictable factual information in oral interactions | <ul style="list-style-type: none"><li>1.1 The purpose of the interaction is communicated/ understood through identification of the context and subject, and of the initiator's communicative intent</li><li>1.2 The message of the interaction is communicated/ understood through identification of the gist, main ideas and specific details</li><li>1.3 Specific information in the interaction is communicated and/or identified/extracted appropriately</li><li>1.4 Communicative functions are handled appropriately</li><li>1.5 Development of the interaction is achieved through appropriate responses and contributions</li><li>1.6 Turns are taken according to the conventions of the interaction type</li><li>1.7 Clarification is sought and given when necessary to help communication</li><li>1.8 The language used is appropriate to the task</li><li>1.9 Non-verbal signals are used appropriately</li></ul> |

\* Please see Unit Range below for the scope of this competency

| Elements of Competency  | Performance Criteria   |
|---|--|
| <p style="text-align: right;"><i>(continued)</i></p> <p>1 Handle predictable factual information in oral interactions</p> | <p style="text-align: right;"><i>(continued)</i></p> <p><b>Range</b></p> <ul style="list-style-type: none"> <li>• Speech may be hesitant with false starts, and may comprise only short phrases</li> <li>• Speech may include grammatical errors, but these should generally not obscure meaning for a sympathetic listener</li> <li>• Articulation, intonation, stress and rhythm may be unconventional, but meaning should generally be fairly clear to a sympathetic listener</li> <li>• The exchange should consist of at least four turns by each speaker</li> <li>• Non-verbal signals may include facial expressions and other body language</li> </ul> |

### Unit Range

| Context variables                    | Features / <i>Examples</i>   |
|--------------------------------------|--|
| Interaction types                    | <i>discussions, meetings, question-and-answer sessions, interviews</i>   |
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>1-1/group interactions</i></li> <li>• <i>face-to-face/telephone interactions, video teleconferences</i></li> </ul>   |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>requests and straightforward replies</i></li> <li>• <i>apologies, thanks, invitations</i></li> <li>• <i>preference, suggestions, offers, persuasion</i></li> <li>• <i>directions</i></li> <li>• <i>description, narrative, graphics</i></li> </ul> |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> </ul>   |
| Interlocutors                        | <i>acquaintances, co-workers, bosses, customers, general public</i>  |
| Language (output)                    | <ul style="list-style-type: none"> <li>• commonly-used vocabulary</li> <li>• very simple grammatical structures: <ul style="list-style-type: none"> <li>○ simple SVO sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> </ul> </li> </ul>                              |

| <b>Context variables</b>  | <b>Features / Examples</b>   |
|---|--|
| <p style="text-align: right;"><i>(continued)</i></p> <p>Language (output)</p> | <p style="text-align: right;"><i>(continued)</i></p> <ul style="list-style-type: none"> <li>○ the simplest use of past/present/future tenses/modals</li> <li>○ simple, common discourse markers (conjunctions, sequence words, etc) (<i>eg “and”, “but”, “because”, “first”, “finally”</i>)</li> </ul> |

**Assessment Guidelines**

- 1 As the initiator of a topic or giver of a piece of information is, by definition, psychologically and linguistically better prepared than his/her interlocutor(s), assessors could ensure that, before the assessment interaction, all parties in it are given a mix of both common and individual information so that they have an equal opportunity to deliver and respond to both known and unknown information.
- 2 The assessment interaction could be recorded for verification purposes.
- 3 The assessment could be conducted face-to-face, or as if on the telephone or in a video teleconference.
- 4 An individual may be assessed on an actual exchange or in a simulated activity conducted with (a) peer(s) or, if absolutely necessary, (a) teacher(s)/assessor(s).

**Special Note**

- 1 Level of English assumed to be in place: EMB Key Stage 2 English or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency for English

**Unit Title** Present factual information orally (*Speaking*)

**Unit Code** GCEN104A

**Level** 1

**Credit** 4

#### Unit Purpose

Individuals with this competency are, with assistance, able to demonstrate reasonable clarity in presenting short spoken texts relating to a small range of familiar, routine contexts, and expressed in very simple language, in order to communicate factual information effectively.

*NB This competency relates to a speaking event that involves one-way communication, without a requirement for the speaker to also listen (see Special Notes at end of unit).*

| Elements of Competency*              | Performance Criteria  |
|--------------------------------------|---|
| 1 Present factual information orally | <p>1.1 Appropriate information is communicated with a clear purpose and message</p> <p>1.2 The information is organised logically</p> <p>1.3 The presentation is structured appropriately, usually with an introduction, message and conclusion</p> <p>1.4 Communicative functions are handled appropriately</p> <p>1.5 The language used is appropriate to the task</p> <p>1.6 The spoken delivery (pace and volume) is appropriate to the task</p> <p>1.7 Non-verbal signals are used appropriately</p> <p>1.8 If audio-visual aids and/or realia play an essential part in the presentation, they should be incorporated appropriately into the delivery, both linguistically and physically</p> <p><b>Range</b></p> <ul style="list-style-type: none"> <li>• Speech may be hesitant with false starts, and may comprise only short phrases</li> <li>• Speech may include grammatical errors, but these should generally not obscure meaning for a sympathetic listener</li> </ul> |

\* Please see Unit Range below for the scope of this competency

| Elements of Competency                                     | Performance Criteria  |
|--|---|
| <i>(continued)</i><br>1 Present factual information orally | <i>(continued)</i> <ul style="list-style-type: none"> <li>• Articulation, intonation, stress and rhythm may be unconventional, but meaning should generally be fairly clear to a sympathetic listener</li> <li>• Non-verbal signals may include facial expressions and other body language</li> <li>• The physical handling of audio-visual aids and/or realia may include pointing to graphics, demonstrating the use or characteristics of objects, and manipulating equipment</li> </ul> |

### Unit Range

| Context variables                    | Features / Examples  |
|--------------------------------------|--|
| Text types (output)                  | <ul style="list-style-type: none"> <li>• <i>statements, announcements</i></li> </ul>   |
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>1-1/group interactions</i></li> <li>• <i>face-to-face/telephone interactions, video teleconferences</i></li> </ul>   |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>greetings, leave-taking, introductions, thanks, apologies</i></li> <li>• <i>suggestions, offers, invitations</i></li> <li>• <i>preference, expressions of emotion</i></li> <li>• <i>explanation</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>  |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> </ul>   |
| Audience                             | <i>acquaintances, co-workers, bosses, customers, general public</i>  |
| Language                             | <ul style="list-style-type: none"> <li>• commonly-used vocabulary</li> <li>• very simple grammatical structures: <ul style="list-style-type: none"> <li>○ simple SVO sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ the simplest use of past/present/future tenses/modals</li> <li>○ simple, common discourse markers (conjunctions, sequence words, etc) (<i>eg “and”, “but”, “because”, “first”, “finally”</i>)</li> </ul> </li> </ul> |

### **Assessment Guidelines**

- 1 The assessment presentation could be recorded for verification purposes.
- 2 The assessment could be conducted face-to-face, or as if on the telephone or in a video teleconference.
- 3 An individual may be assessed on an actual presentation or in a simulated activity conducted with (a) peer(s) or, if absolutely necessary, (a) teacher(s)/assessor(s).

### **Special Notes**

- 1 Level of English assumed to be in place: EMB Key Stage 2 English or equivalent.
- 2 Oral presentation of information often also involves responding to questions from the audience. As such a competency includes listening, it is not dealt with here – reference should be made to GCEN103A (*Handle predictable factual information in oral interactions*).



## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |   |
|-------------------|---|
| <b>Unit Title</b> | Understand predictable factual written information ( <i>Reading</i> ) |
| <b>Unit Code</b>  | GCEN105A  |
| <b>Level</b>      | 1   |
| <b>Credit</b>     | 4   |

#### Unit Purpose

Individuals with this competency are, with assistance, able to understand short written texts containing predictable, factual information relating to a small range of familiar, routine contexts, and expressed in simple language, in order to locate and extract specific information.

| Elements of Competency  | Performance Criteria   |
|---|--|
| 1 Understand predictable factual written information in order to locate and/or extract specific information | 1.1 The purpose of the text is understood through identification of the writer, subject and context<br>1.2 The message of the text is understood through identification of the main ideas and specific details<br>1.3 Specific information in the text is located and/or extracted appropriately |

#### Unit Range

| Context variables                    | Features / <i>Examples</i>  |
|--------------------------------------|---|
| Text types                           | <ul style="list-style-type: none"> <li>• <i>agendas, signs, forms, log books, inventories, price lists, notices, instructions, timetables, web pages</i></li> <li>• <i>promotional leaflets, resumes</i></li> <li>• <i>magazine/newspaper articles, briefing documents</i></li> </ul> |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>advice, suggestions, invitations</i></li> <li>• <i>procedures, directions, instructions, warnings</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>   |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> </ul>  |

| Context variables | Features / <i>Examples</i>   |
|-------------------|--|
| Language          | Real-life contexts will involve authentic written texts of varying levels of difficulty so it is not possible to specify the language here |

**Assessment Guidelines**

- 1 Real-life contexts will involve authentic written texts of varying levels of difficulty so, in setting assessments, it may be advisable to use realistic texts with a similar range of difficulty, while keeping in mind, however, the need for tasks at this level to reflect an ability to handle simple language.
- 2 To ensure adequate demonstration of the competency in a small range of contexts involving different text types, topics and types of information, the assessment event should include at least two texts.

**Special Note**

- 1 Level of English assumed to be in place: EMB Key Stage 2 English or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Handle predictable factual information in written correspondence (<i>Reading and writing</i>)</b> |
| <b>Unit Code</b>  | GCEN106A   |
| <b>Level</b>      | 1  |
| <b>Credit</b>     | 4  |

#### Unit Purpose

Individuals with this competency are, with assistance, able to understand and produce, with reasonable clarity, short written correspondence relating to a small range of familiar, routine contexts, and expressed in very simple language, in order to understand and communicate predictable factual information effectively.

| <b>Elements of Competency*</b>               | <b>Performance Criteria</b>  |
|--|--|
| 1 Respond to incoming written correspondence | <p>1.1 The purpose of incoming correspondence is understood through identification of the writer, context and subject</p> <p>1.2 The message of incoming correspondence is understood through identification of the main ideas and specific details</p> <p>1.3 Information that is appropriate to the purpose and message is given in the response</p> <p>1.4 Appropriate expressions of goodwill are given</p> <p>1.5 An appropriate format is used</p> <p>1.6 The response is organised appropriately</p> <p>1.7 A polite tone is used</p> <p>1.8 The language used is appropriate to the task</p> <p>1.9 Tasks are performed in a timely manner</p> <p><b>Range</b><br/>The writing may include grammatical, spelling or punctuation mistakes, but these should generally not obscure meaning for a sympathetic reader.</p> |

\* Please see Unit Range below for the scope of this competency

| Elements of Competency            | Performance Criteria   |
|-----------------------------------|--|
| 2 Initiate written correspondence | <p>2.1 Appropriate information is communicated with a clear purpose and message</p> <p>2.2 The information is organised logically</p> <p>2.3 The text is structured appropriately</p> <p>2.4 An appropriate format is used</p> <p>2.5 Appropriate expressions of goodwill are given</p> <p>2.6 A polite tone is used</p> <p>2.7 The language used is appropriate to the task</p> <p>2.8 Tasks are performed in a timely manner</p> <p><b>Range</b><br/>The writing may include grammatical, spelling or punctuation mistakes, but these should generally not obscure meaning for a sympathetic reader.</p> |

### Unit Range

| Context variables                    | Features / Examples  |
|--------------------------------------|--|
| Text types                           | <i>messages, e-mails, memos, letters</i>   |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>formulaic expressions of goodwill at the start and end of written correspondence</i></li> <li>• <i>requests and straightforward replies</i></li> <li>• <i>apologies, thanks, formulaic invitations</i></li> <li>• <i>preference, suggestions, offers, directions</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>   |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>goodwill (eg health, previous/anticipated contact)</i></li> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods and services, work-related procedures</i></li> </ul>  |
| Correspondents                       | <i>acquaintances, co-workers, bosses, customers</i>  |
| Language (output)                    | <ul style="list-style-type: none"> <li>• commonly-used vocabulary</li> <li>• very simple grammatical structures: <ul style="list-style-type: none"> <li>○ simple SVO sentences</li> <li>○ positive/negative/interrogative/imperative</li> <li>○ the simplest use of past/present/future tenses/modals</li> <li>○ simple, common discourse markers (conjunctions, sequence words, etc) (<i>eg “and”, “but”, “because”, “first”, “finally”</i>)</li> </ul> </li> </ul> |

**Assessment Guidelines**

- 1 As the focus of this competency is on writing, reading should be seen as facilitating input.
- 2 Input texts should be selected at an appropriate level of difficulty for the task.
- 3 Input or rubrics for Element 2 tasks can include written or aural texts, or simple instructions.
- 4 Written output texts may be about 50-80 words in length.
- 5 To ensure equal weighting for the two elements of this competency, the same number of texts should be required for each element.

**Special Note**

- 1 Level of English assumed to be in place: EMB Key Stage 2 English or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Present factual information in written form<br/>(Writing)</b> |
| <b>Unit Code</b>  | GCEN107A   |
| <b>Level</b>      | 1  |
| <b>Credit</b>     | 3  |

#### Unit Purpose

Individuals with this competency are, with assistance, able to demonstrate reasonable clarity in writing short texts relating to a small range of familiar, routine contexts, and expressed in very simple language, in order to communicate factual information effectively.

*NB This competency relates to a writing event that involves one-way communication, without a requirement for the writer to also read (see Special Notes at end of unit).*

| Elements of Competency                        | Performance Criteria  |
|---|---|
| 1 Present factual information in written form | 1.1 Appropriate information is communicated with a clear purpose and message<br>1.2 The information is organised logically<br>1.3 The text is structured appropriately<br>1.4 An appropriate format is used<br>1.5 The language used is appropriate to the task<br>1.6 If graphic representations play an essential part in the text, they should be incorporated appropriately, both linguistically and physically<br><br><b>Range</b><br>The text may include grammatical, spelling or punctuation mistakes, but these should generally not obscure meaning for a sympathetic reader. |

#### Unit Range

| Context variables                    | Features / Examples   |
|--------------------------------------|---|
| Text types                           | <ul style="list-style-type: none"> <li>• <i>agendas, forms, log books, inventories, price lists, resumes</i></li> </ul>               |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>preference, suggestions</i></li> <li>• <i>description, narrative, graphics</i></li> </ul> |

| <b>Context variables</b> | <b>Features / <i>Examples</i></b>  |
|--------------------------|--|
| Topics and vocabulary    | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods and services, work-related procedures</i></li> </ul>   |
| Readership               | <i>acquaintances, co-workers, bosses, customers, general public</i>  |
| Language                 | <ul style="list-style-type: none"> <li>• commonly-used vocabulary</li> <li>• very simple grammatical structures: <ul style="list-style-type: none"> <li>○ simple SVO sentences</li> <li>○ positive/negative/interrogative/imperative</li> <li>○ the simplest use of past/present/future tenses/modals</li> <li>○ simple, common discourse markers (conjunctions, sequence words, etc) (<i>eg “and”, “but”, “because”, “first”, “finally”</i>)</li> </ul> </li> </ul> |

### **Assessment Guidelines**

Input or rubrics for the task can include written or aural texts, or simple instructions.

### **Special Notes**

- 1 Level of English assumed to be in place: EMB Key Stage 2 English or equivalent.
- 2 Although the stimulus for writing may involve listening or reading, these skills are not dealt with here - reference should be made to GCEN101A (*Understand predictable factual spoken information*), GCEN105A (*Understand predictable factual written information*) or GCEN106A (*Handle predictable factual information in written correspondence*).

## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Understand predictable spoken information, ideas, related explanations, discussion/ argument, and evaluation (<i>Listening</i>)</b> |
| <b>Unit Code</b>  | GCEN201A   |
| <b>Level</b>      | 2  |
| <b>Credit</b>     | 5  |

#### Unit Purpose

Individuals with this competency are, with some assistance, able to understand short spoken texts containing predictable information, ideas, related explanations, discussion/argument, and evaluation, relating to a specified range of familiar, routine contexts, and expressed in relatively simple language, for general information or in order to identify and/or extract specific information.

| Elements of Competency   | Performance Criteria  |
|--|---|
| 1 Understand predictable spoken information, ideas, related explanations, discussion/ argument, and evaluation for <u>general information</u>                                  | 1.1 The purpose of the text is understood through identification of the text type, context and subject<br>1.2 The message of the text is understood through identification of the gist, main ideas and specific details   |
| 2 Understand predictable spoken information, ideas, related explanations, discussion/ argument, and evaluation <u>in order to identify and/or extract specific information</u> | 2.1 The purpose of the text is understood through identification of the text type, context and subject<br>2.2 The message of the text is understood through identification of the gist, main ideas and specific details<br>2.3 Specific information/ideas in the text are identified and/or extracted appropriately |

#### Unit Range

| Context variables | Features / <i>Examples</i>  |
|-------------------|---|
| Text types        | <ul style="list-style-type: none"> <li>• <i>statements, announcements, weather reports, telephone messages, briefings</i></li> <li>• <i>promotions, news reports, presentations</i></li> <li>• <i>discussions, talks, speeches</i></li> <li>• <i>proposals</i></li> </ul> |



| Context variables                    | Features / <i>Examples</i>  |
|--------------------------------------|---|
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>face-to-face</i></li> <li>• <i>in recordings</i></li> <li>• <i>over public address systems</i></li> <li>• <i>through media such as radio and television</i></li> </ul>  |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>advice, suggestions, invitations</i></li> <li>• <i>directions, instructions, warnings</i></li> <li>• <i>argument, evaluation, persuasion, proposals, recommendations</i></li> <li>• <i>procedures, rules/regulations, threats</i></li> <li>• <i>description, narrative, graphics</i></li> </ul> |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> </ul>                    |
| Language                             | <ul style="list-style-type: none"> <li>• features of speech: <ul style="list-style-type: none"> <li>○ clear pronunciation</li> <li>○ familiar accents</li> <li>○ natural speed</li> <li>○ neutral register</li> </ul> </li> </ul>   |

### Assessment Guidelines

- 1 Real-life contexts will involve authentic spoken texts of varying levels of difficulty so, in setting assessments, it may be advisable to use realistic texts with a similar range of difficulty, while keeping in mind, however, the need for tasks at this level to reflect an ability to handle simple language.
- 2 To ensure adequate demonstration of the competency and its different elements in a specified range of contexts involving different text types, topics and types of information, the assessment event should include different texts for Element 1 and Element 2. For satisfactory coverage, it may be advisable to include a minimum of two texts for each element in the assessment event. This would also ensure equal weighting for the two elements.

### Special Note

- 1 Level of English assumed to be in place: GCEN101A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Interact socially in conversation</b> ( <i>Listening and speaking</i> ) |
| <b>Unit Code</b>  | GCEN202A   |
| <b>Level</b>      | 2  |
| <b>Credit</b>     | 6  |

#### Unit Purpose

Individuals with this competency are, with some assistance, able to participate, at a sufficient level of comprehension and clarity, in short oral interactions relating to a specified range of familiar, everyday contexts, and expressed in simple language, in order to establish and maintain social relationships effectively.

| <b>Elements of Competency*</b>      | <b>Performance Criteria</b>   |
|-------------------------------------|---|
| 1 Interact socially in conversation | <p>1.1 Communicative functions are handled appropriately</p> <p>1.2 Conventional conversational topics are initiated</p> <p>1.3 Conventional conversational topics are maintained</p> <p>1.4 Turns are taken according to social conventions</p> <p>1.5 Responses that demonstrate understanding of the conversation flow are given</p> <p>1.6 Clarification is sought and given when necessary to help communication</p> <p>1.7 The language used is appropriate to the task</p> <p>1.8 Non-verbal signals are used appropriately</p> <p>1.9 Responses that demonstrate understanding of the emotional state/communicative intent of the interlocutor(s) are given</p> <p><b>Range</b></p> <ul style="list-style-type: none"><li>• Speech may be hesitant with some noticeable repair</li><li>• Speech may include some grammatical errors, but these should not interfere with meaning</li><li>• Articulation, intonation, stress and rhythm may be unconventional, but meaning should be generally clear to the listener</li></ul> |

\* Please see Unit Range below for the scope of this competency

| <b>Elements of Competency</b>       | <b>Performance Criteria</b>   |
|-------------------------------------|---|
| <i>(continued)</i>                  | <i>(continued)</i>  |
| 1 Interact socially in conversation | <ul style="list-style-type: none"> <li>• The exchange should be sufficient for each speaker</li> <li>• The register should suit the audience and purpose</li> <li>• Non-verbal signals may include facial expressions, other body language, and active listening articulations</li> </ul> |

### Unit Range

| <b>Context variables</b>             | <b>Features / Examples</b>   |
|--------------------------------------|--|
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>1-1/group interactions</i></li> <li>• <i>face-to-face/telephone interactions, video teleconferences</i></li> </ul>   |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>greetings, introductions, leave-taking</i></li> <li>• <i>social enquiries/requests and replies</i></li> <li>• <i>apologies, thanks, invitations</i></li> <li>• <i>suggestions, offers, persuasion</i></li> <li>• <i>preference, expression of emotions</i></li> <li>• <i>explanation</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>   |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>self, family, general well-being</i></li> <li>• <i>work, weekend activities</i></li> <li>• <i>leisure, study, travel, culture, nature</i></li> </ul>   |
| Interlocutors                        | <i>acquaintances, co-workers, bosses, customers, general public</i>  |
| Language (output)                    | <ul style="list-style-type: none"> <li>• commonly-used vocabulary</li> <li>• simple grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ a variety of verb forms/tenses/modals</li> <li>○ common discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions (<i>eg conditionals, comparison, concession</i>)</li> </ul> </li> </ul> |

### Assessment Guidelines

- 1 The assessment interaction could be recorded for verification purposes.

- 2 The assessment could be conducted face-to-face, or as if on the telephone or in a video teleconference.
- 3 An individual may be assessed on an actual exchange or in a simulated activity conducted with (a) peer(s) or, if absolutely necessary, (a) teacher(s)/assessor(s).
- 4 As the initiator of a topic or giver of a piece of information is, by definition, psychologically and linguistically better prepared than his/her interlocutor(s), assessors could ensure that, before the assessment interaction, all parties in it are given instructions/stimuli that relate to a mix of both common and individual information so that they have an equal opportunity to deliver and respond to both known and unknown information.

**Special Note**

- 1 Level of English assumed to be in place: GCEN102A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Handle predictable information, ideas and related explanations in oral interactions (<i>Listening and speaking</i>)</b> |
| <b>Unit Code</b>  | GCEN203A   |
| <b>Level</b>      | 2  |
| <b>Credit</b>     | 6  |

#### Unit Purpose

Individuals with this competency are, with some assistance, able to participate, at a sufficient level of comprehension and clarity, in short oral interactions relating to a specified range of familiar, routine contexts, and expressed in simple language, in order to understand and communicate predictable information, ideas and related explanations effectively.

| <b>Elements of Competency*</b>   | <b>Performance Criteria</b>   |
|--|---|
| 1 Handle predictable information ideas and related explanations in oral interactions | <ul style="list-style-type: none"><li>1.1 The purpose of the interaction is communicated/ understood through identification of the context and subject and of the initiator's communicative intent</li><li>1.2 The message of the interaction is communicated/ understood through identification of the gist, main ideas and specific details</li><li>1.3 Specific information/ideas in the interaction are communicated and/or identified/ extracted appropriately</li><li>1.4 Communicative functions are handled appropriately</li><li>1.5 Development of the interaction is achieved through appropriate responses and contributions</li><li>1.6 Turns are taken according to the conventions of the interaction type</li><li>1.7 Clarification is sought and given when necessary to help communication</li><li>1.8 The language used is appropriate to the task</li><li>1.9 Non-verbal signals are used appropriately</li></ul> |

\* Please see Unit Range below for the scope of this competency

| Elements of Competency   | Performance Criteria  |
|--|---|
| <i>(continued)</i>   | <i>(continued)</i>  |
| 1 Handle predictable information ideas and related explanations in oral interactions | <p><b>Range</b></p> <ul style="list-style-type: none"> <li>• Speech may be hesitant, with some noticeable repair</li> <li>• Speech may include some grammatical errors, but these should not interfere with meaning</li> <li>• Articulation, intonation, stress and rhythm may be unconventional, but meaning should be generally clear to the listener</li> <li>• The exchange should be sufficient for each speaker</li> <li>• The register should suit the audience and purpose</li> <li>• Non-verbal signals may include facial expressions, other body language, and active listening articulations</li> </ul> |

### Unit Range

| Context variables                    | Features / <i>Examples</i>   |
|--------------------------------------|--|
| Interaction types                    | <i>discussions, meetings, question-and-answer sessions, interviews</i>   |
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>1-1/group interactions</i></li> <li>• <i>face-to-face/telephone interactions, video teleconferences</i></li> </ul>   |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>requests and straightforward replies</i></li> <li>• <i>apologies, thanks, invitations</i></li> <li>• <i>preference, suggestions, offers, persuasion</i></li> <li>• <i>directions</i></li> <li>• <i>explanation, complaints and routine replies</i></li> <li>• <i>description, narrative, graphics</i></li> </ul> |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> </ul>                                     |
| Interlocutors                        | <i>acquaintances, co-workers, bosses, customers, general public</i>  |

| Context variables | Features / <i>Examples</i>   |
|-------------------|--|
| Language (output) | <ul style="list-style-type: none"> <li>• commonly-used vocabulary</li> <li>• simple grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ variety of verb forms/tenses/modals</li> <li>○ common discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions (<i>eg conditionals, comparison, concession</i>)</li> </ul> </li> </ul> |

### Assessment Guidelines

- 1 As the initiator of a topic or giver of a piece of information is, by definition, psychologically and linguistically better prepared than his/her interlocutor(s), assessors could ensure that, before the assessment interaction, all parties in it are given a mix of both common and individual information so that they have an equal opportunity to deliver and respond to both known and unknown information.
- 2 The assessment interaction could be recorded for verification purposes.
- 3 The assessment could be conducted face-to-face, or as if on the telephone or in a video teleconference.
- 4 An individual may be assessed on an actual exchange or in a simulated activity conducted with (a) peer(s) or, if absolutely necessary, (a) teacher(s)/assessor(s).

### Special Note

- 1 Level of English assumed to be in place: GCEN103A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |   |
|-------------------|---|
| <b>Unit Title</b> | <b>Present information, ideas and related explanations orally (<i>Speaking</i>)</b> |
| <b>Unit Code</b>  | GCEN204A  |
| <b>Level</b>      | 2   |
| <b>Credit</b>     | 4   |

**Unit Purpose**

Individuals with this competency are, with some assistance, able to demonstrate reasonable clarity in presenting short spoken texts relating to a specified range of familiar, routine contexts, and expressed in simple language, in order to communicate information, ideas and related explanations effectively.

*NB This competency relates to a speaking event that involves one-way communication, without a requirement for the speaker to also listen (see Special Notes at end of unit).*

| Elements of Competency*                                      | Performance Criteria  |
|--|---|
| 1 Present information, ideas and related explanations orally | 1.1 Appropriate information/ideas are communicated with a clear purpose and message<br>1.2 The information/ideas are organised logically<br>1.3 The presentation is structured appropriately, usually with an introduction, message and conclusion<br>1.4 Communicative functions are handled appropriately<br>1.5 The language used is appropriate to the task<br>1.6 The spoken delivery (pace and volume) is appropriate to the task<br>1.7 Non-verbal signals are used appropriately<br>1.8 If audio-visual aids and/or realia play an essential part in the presentation, they should be incorporated appropriately into the delivery, both linguistically and physically<br><br><b>Range</b> <ul style="list-style-type: none"> <li>• Speech may be hesitant, with some noticeable repair</li> <li>• Speech may include some grammatical errors, but these should not interfere with meaning</li> </ul> |

\* Please see Unit Range below for the scope of this competency



| <b>Elements of Competency</b>                                | <b>Performance Criteria</b>   |
|--|---|
| <i>(continued)</i>   | <i>(continued)</i>  |
| 1 Present information, ideas and related explanations orally | <ul style="list-style-type: none"> <li>• Articulation, intonation, stress and rhythm may be unconventional, but meaning should be generally clear to the listener</li> <li>• The register should suit the audience and purpose</li> <li>• Non-verbal signals may include facial expressions, other body language, and active listening articulations</li> <li>• The physical handling of audio-visual aids and/or realia may include pointing to graphics, demonstrating the use or characteristics of objects, and manipulating equipment</li> </ul> |

### Unit Range

| <b>Context variables</b>             | <b>Features / Examples</b>  |
|--------------------------------------|---|
| Text types (output)                  | <ul style="list-style-type: none"> <li>• <i>statements, announcements</i></li> <li>• <i>demonstrations, briefings, talks</i></li> </ul>   |
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>1-1/group interactions</i></li> <li>• <i>face-to-face/telephone interactions, video teleconferences</i></li> </ul>  |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>greetings, leave-taking, introductions, thanks, apologies</i></li> <li>• <i>suggestions, offers, invitations</i></li> <li>• <i>preference, expressions of emotion</i></li> <li>• <i>explanation</i></li> <li>• <i>compliments, persuasion</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>                                     |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul> |
| Audience                             | <i>acquaintances, co-workers, bosses, customers, general public</i>   |
| Language                             | <ul style="list-style-type: none"> <li>• commonly-used vocabulary</li> <li>• simple grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> </ul> </li> </ul>   |

| Context variables | Features / <i>Examples</i>  |
|-------------------|---|
| Language          | <ul style="list-style-type: none"> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ a variety of verb forms/tenses/modals</li> <li>○ common discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions (<i>eg conditionals, comparison, concession</i>)</li> </ul> |

### Assessment Guidelines

- 1 The assessment presentation could be recorded for verification purposes.
- 2 The assessment could be conducted face-to-face, or as if on the telephone or in a video teleconference.
- 3 An individual may be assessed on an actual presentation or in a simulated activity conducted with (a) peer(s) or, if absolutely necessary, (a) teacher(s)/assessor(s).

### Special Notes

- 1 Level of English assumed to be in place: GCEN104A or equivalent.
- 2 Oral presentation of information/ideas often also involves responding to questions from the audience. As such a competency includes listening, it is not dealt with here – reference should be made to GCEN203A (*Handle predictable information, ideas and related explanations in oral interactions*).

## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |   |
|-------------------|---|
| <b>Unit Title</b> | <b>Understand predictable written information, ideas, related explanations, discussion/ argument, and evaluation (<i>Reading</i>)</b> |
| <b>Unit Code</b>  | GCEN205A  |
| <b>Level</b>      | 2   |
| <b>Credit</b>     | 4   |

#### Unit Purpose

Individuals with this competency are, with some assistance, able to understand short written texts containing predictable information, ideas, related explanations, discussion/ argument, and evaluation, relating to a specified range of familiar, routine contexts, and expressed in relatively simple language, for general information or in order to locate and extract specific information.

| Elements of Competency  | Performance Criteria  |
|---|---|
| 1 Understand predictable written information, ideas, related explanations, discussion/ argument, and evaluation <u>for general information</u>                                | 1.1 The purpose of the text is understood through identification of the writer, subject and context<br>1.2 The message of the text is understood through identification of the main ideas and specific details  |
| 2 Understand predictable written information, ideas, related explanations, discussion/ argument, and evaluation <u>in order to locate and/or extract specific information</u> | 2.1 The purpose of the text is understood through identification of the writer, subject and context<br>2.2 The message of the text is understood through identification of the main ideas and specific details<br>2.3 Specific information/ideas in the text are located and/or extracted appropriately |

#### Unit Range

| Context variables | Features / <i>Examples</i>   |
|-------------------|--|
| Text types        | <ul style="list-style-type: none"> <li>• <i>agendas, signs, forms, log books, inventories, price lists, notices, instructions, timetables, web pages</i></li> <li>• <i>promotional leaflets, resumes, magazine/newspaper articles, briefing documents, rules/regulations, corporate literature, proposals, press releases</i></li> </ul> |

| Context variables                    | Features / <i>Examples</i>  |
|--------------------------------------|---|
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>advice, suggestions, invitations</i></li> <li>• <i>procedures, directions, instructions, warnings</i></li> <li>• <i>argument, evaluation, persuasion, proposals, recommendations, threats</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>   |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul> |
| Language                             | Real-life contexts will involve authentic written texts of varying levels of difficulty so it is not possible to specify the language here  |

### Assessment Guidelines

- 1 Real-life contexts will involve authentic written texts of varying levels of difficulty so, in setting assessments, it may be advisable to use realistic texts with a similar range of difficulty, while keeping in mind, however, the need for tasks at this level to reflect an ability to handle relatively simple language.
- 2 To ensure adequate demonstration of the competency and its different elements in a specified range of contexts involving different text types, topics and types of information, the assessment event should include different texts for Element 1 and Element 2. For satisfactory coverage, it may be advisable to include a minimum of two texts for each element in the assessment event. This would also ensure equal weighting for the two elements.

### Special Note

- 1 Level of English assumed to be in place: GCEN105A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Handle predictable information, ideas and related explanations in written correspondence (<i>Reading and writing</i>)</b> |
| <b>Unit Code</b>  | GCEN206A   |
| <b>Level</b>      | 2  |
| <b>Credit</b>     | 4  |

#### Unit Purpose

Individuals with this competency are, with some assistance, able to understand and produce, with reasonable clarity, short written correspondence relating to a specified range of familiar, routine contexts, and expressed in simple language, in order to understand and communicate predictable information, ideas and related explanations effectively.

| <b>Elements of Competency*</b>               | <b>Performance Criteria</b>   |
|--|---|
| 1 Respond to incoming written correspondence | <p>1.1 The purpose of incoming correspondence is understood through identification of the writer, context and subject</p> <p>1.2 The message of incoming correspondence is understood through identification of the main ideas and specific details</p> <p>1.3 Information/ideas that are appropriate to the purpose and message are given in the response</p> <p>1.4 Appropriate expressions of goodwill are given</p> <p>1.5 An appropriate format is used</p> <p>1.6 The response is organised appropriately</p> <p>1.7 A polite tone is used</p> <p>1.8 The language used is appropriate to the task</p> <p>1.9 Tasks are performed in a timely manner</p> <p><b>Range</b><br/>The writing may include some grammatical, spelling or punctuation mistakes, but these should not interfere with meaning.</p> |

\* Please see Unit Range below for the scope of this competency

| Elements of Competency            | Performance Criteria  |
|-----------------------------------|---|
| 2 Initiate written correspondence | <p>2.1 Appropriate information/ideas are communicated with a clear purpose and message</p> <p>2.2 The information/ideas are organised logically</p> <p>2.3 The text is structured appropriately</p> <p>2.4 An appropriate format is used</p> <p>2.5 Appropriate expressions of goodwill are given</p> <p>2.6 A polite tone is used</p> <p>2.7 The language used is appropriate to the task</p> <p>2.8 Tasks are performed in a timely manner</p> <p><b>Range</b><br/>The writing may include some grammatical, spelling or punctuation mistakes, but these should not interfere with meaning.</p> |

#### Unit Range

| Context variables                    | Features / Examples  |
|--------------------------------------|--|
| Text types                           | <i>messages, e-mails, memos, letters</i>   |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>formulaic expressions of goodwill at the start and end of written correspondence</i></li> <li>• <i>requests and straightforward replies</i></li> <li>• <i>apologies, thanks, formulaic invitations</i></li> <li>• <i>preference, suggestions, offers, directions</i></li> <li>• <i>explanations, complaints and routine replies</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>                        |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>goodwill (eg health, previous/anticipated contact)</i></li> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods and services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul> |
| Correspondents                       | <i>acquaintances, co-workers, bosses, customers</i>  |

| Context variables | Features / <i>Examples</i>   |
|-------------------|--|
| Language (output) | <ul style="list-style-type: none"> <li>• commonly-used vocabulary</li> <li>• simple grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ a variety of verb forms/tenses/modals</li> <li>○ common discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions (<i>eg conditionals, comparison, concession</i>)</li> </ul> </li> </ul> |

### Assessment Guidelines

- 1 As the focus of this competency is on writing, reading should be seen as facilitating input.
- 2 Input texts should be selected at an appropriate level of difficulty for the task.
- 3 Input or rubrics for Element 2 tasks can include written or aural texts, or simple instructions.
- 4 Written output texts may be about 100-250 words in length.
- 5 To ensure equal weighting for the two elements in this competency, the same number of texts should be required for each element.

### Special Note

- 1 Level of English assumed to be in place: GCEN106A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency for English

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Present information, ideas, related explanations, discussion/argument, and evaluation in written form (Writing)</b> |
| <b>Unit Code</b>  | GCEN207A   |
| <b>Level</b>      | 2  |
| <b>Credit</b>     | 3  |

#### Unit Purpose

Individuals with this competency are, with some assistance, able to demonstrate reasonable clarity in writing short texts relating to a specified range of familiar, routine contexts, and expressed in simple language, in order to communicate information, ideas, related explanations, discussion/argument, and evaluation effectively.

*NB This competency relates to a writing event that involves one-way communication, without a requirement for the writer to also read (see Special Notes at end of unit).*

| Elements of Competency  | Performance Criteria  |
|---|---|
| 1 Present information, ideas, related explanations, discussion/argument, and evaluation in written form | <p>1.1 Appropriate information/ideas are communicated with a clear purpose and message</p> <p>1.2 The information/ideas are organised logically</p> <p>1.3 The text is structured appropriately</p> <p>1.4 An appropriate format is used</p> <p>1.5 The language used is appropriate to the task</p> <p>1.6 An appropriate register is used</p> <p>1.7 If graphic representations play an essential part in the text, they should be incorporated appropriately, both linguistically and physically</p> <p><b>Range</b><br/>The text may include some grammatical, spelling or punctuation mistakes, but these should not interfere with meaning.</p> |

#### Unit Range

| Context variables | Features / Examples  |
|-------------------|--|
| Text types        | <ul style="list-style-type: none"> <li>• <i>agendas, forms, log books, inventories, price</i></li> </ul> |



| Context variables                    | Features / <i>Examples</i>   |
|--------------------------------------|--|
| Text types<br><i>(continued)</i>     | <i>(continued)</i><br><i>lists, resumes</i><br>• <i>notices, instructions/rules, business/ promotional leaflets</i>  |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>preference, suggestions</i></li> <li>• <i>explanation, persuasion, expressions of emotion</i></li> <li>• <i>argument, evaluation</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>   |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods and services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul>  |
| Readership                           | <i>acquaintances, co-workers, bosses, customers, general public</i>  |
| Language                             | <ul style="list-style-type: none"> <li>• commonly-used vocabulary</li> <li>• simple grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/ imperative forms</li> <li>○ a variety of verb forms/tenses/modals</li> <li>○ common discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions ( <i>eg conditionals, comparison, concession</i>)</li> </ul> </li> </ul> |

### Assessment Guidelines

Input or rubrics for the task can include written or aural texts, or simple instructions.

### Special Notes

- 1 Level of English assumed to be in place: GCEN107A or equivalent.
- 2 Although the stimulus for writing may involve listening or reading, these skills are not dealt with here - reference should be made to GCEN201A (*Understand predictable spoken information, ideas, related explanations, discussion/argument, and evaluation*), GCEN205A (*Understand predictable written information, ideas, related explanations, discussion/argument, and evaluation*) or GCEN206A (*Handle predictable information ideas and related explanations in written correspondence*).

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Understand both predictable and unpredictable spoken information, ideas, related explanations, discussion/argument, and evaluation (<i>Listening</i>)</b> |
| <b>Unit Code</b>  | GCEN301A   |
| <b>Level</b>      | 3  |
| <b>Credit</b>     | 5  |

#### Unit Purpose

Individuals with this competency are, with some confidence, able to understand spoken texts of increasing length, containing both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation, relating to a wide range of largely familiar contexts, and expressed in increasingly complex language, for general information or in order to identify and/or extract specific information.

| Elements of Competency   | Performance Criteria  |
|--|---|
| 1 Understand both predictable and unpredictable spoken information, ideas, related explanations, discussion/argument, and evaluation <u>for general information</u>                                  | 1.1 The purpose of the text is understood through identification of the text type, context and subject<br><br>1.2 The message of the text is understood through identification of the gist, main ideas and specific details   |
| 2 Understand both predictable and unpredictable spoken information, ideas, related explanations, discussion/argument, and evaluation <u>in order to identify and/or extract specific information</u> | 2.1 The purpose of the text is understood through identification of the text type, context and subject<br><br>2.2 The message of the text is understood through identification of the gist, main ideas and specific details<br><br>2.3 Specific information/ideas in the text are identified and/or extracted appropriately |

#### Unit Range

| Context variables | Features / Examples  |
|-------------------|--|
| Text types        | <ul style="list-style-type: none"> <li>• <i>statements, announcements, weather reports, telephone messages, briefings</i></li> </ul> |

| Context variables                    | Features / <i>Examples</i>  |
|--------------------------------------|---|
| Text types<br><i>(continued)</i>     | <i>(continued)</i> <ul style="list-style-type: none"> <li>• <i>promotions, news reports, presentations</i></li> <li>• <i>discussions, talks, speeches</i></li> <li>• <i>proposals</i></li> </ul>  |
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>face-to-face</i></li> <li>• <i>in recordings</i></li> <li>• <i>over public address systems</i></li> <li>• <i>through media such as radio and television</i></li> </ul>  |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>advice, suggestions, invitations</i></li> <li>• <i>directions, instructions, warnings</i></li> <li>• <i>argument, evaluation, persuasion, proposals, recommendations</i></li> <li>• <i>procedures, rules/regulations, threats</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>   |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul> |
| Language                             | <ul style="list-style-type: none"> <li>• features of speech: <ul style="list-style-type: none"> <li>○ clear pronunciation</li> <li>○ largely familiar accents</li> <li>○ natural speed</li> <li>○ standard registers</li> </ul> </li> </ul>   |

### Assessment Guidelines

- 1 Real-life contexts will involve authentic spoken texts of varying levels of difficulty so, in setting assessments, it may be advisable to use realistic texts with a similar range of difficulty, while keeping in mind the need for tasks at this level to reflect an ability to handle increasingly complex language.
- 2 To ensure adequate demonstration of the competency and its different elements in a wide range of “largely familiar”, contexts involving different text types, topics and types of information, the assessment event should include different texts for Element 1 and Element 2. For satisfactory coverage, it may be advisable to include a minimum of two texts for each element in the assessment event, at least one of which should relate to a less familiar context. This would also ensure equal weighting for the two elements.

### Special Note

- 1 Level of English assumed to be in place: GCEN201A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Interact socially in conversation</b> ( <i>Listening and speaking</i> ) |
| <b>Unit Code</b>  | GCEN302A   |
| <b>Level</b>      | 3  |
| <b>Credit</b>     | 6  |

#### Unit Purpose

Individuals with this competency are, with some confidence, able to participate, at a sufficient level of comprehension and clarity, in oral interactions of increasing length, relating to a wide range of largely familiar contexts, and expressed in increasingly complex language, in order to establish and maintain social relationships effectively.

| Elements of Competency*             | Performance Criteria  |
|-------------------------------------|---|
| 1 Interact socially in conversation | 1.1 Communicative functions are handled appropriately<br>1.2 Conventional conversational topics are initiated<br>1.3 Conventional conversational topics are maintained<br>1.4 Turns are taken according to social conventions<br>1.5 Responses that demonstrate understanding of the conversation flow are given<br>1.6 Clarification is sought and given when necessary to help communication<br>1.7 The language used is appropriate to the task<br>1.8 Non-verbal signals are used appropriately<br>1.9 Responses that demonstrate understanding of the emotional state/communicative intent<br><br><b>Range</b> <ul style="list-style-type: none"> <li>• Speech should be fairly fluent when expressing simple, familiar ideas and language, but more hesitant with more complex and unfamiliar content/language</li> </ul> |

\* Please see Unit Range below for the scope of this competency

| Elements of Competency  | Performance Criteria  |
|---|---|
| <p style="text-align: right;"><i>(continued)</i></p> <p>1 Interact socially in conversation</p> | <p style="text-align: right;"><i>(continued)</i></p> <ul style="list-style-type: none"> <li>• Speech may include some grammatical errors, but these should not interfere with meaning or impose interpersonal strain on a sympathetic listener</li> <li>• Articulation, intonation, stress and rhythm should be fairly well controlled when expressing simple, familiar ideas and language, but less controlled with more complex and unfamiliar content and language</li> <li>• The exchange should be sufficient for each speaker</li> <li>• The register should suit the audience and purpose</li> <li>• Non-verbal signals may include facial expressions, other body language, and active listening articulations</li> </ul> |

### Unit Range

| Context variables                    | Features / <i>Examples</i>  |
|--------------------------------------|---|
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>1-1/group interactions</i></li> <li>• <i>face-to-face/telephone interactions, video teleconferences</i></li> </ul>  |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>greetings, introductions, leave-taking</i></li> <li>• <i>social enquiries/requests and replies</i></li> <li>• <i>apologies, thanks, invitations</i></li> <li>• <i>suggestions, offers, persuasion</i></li> <li>• <i>preference, expression of emotions</i></li> <li>• <i>explanation</i></li> <li>• <i>argument, evaluation</i></li> <li>• <i>description, narrative, graphics</i></li> </ul> |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>self, family, general well-being</i></li> <li>• <i>work, weekend activities</i></li> <li>• <i>leisure, study, travel, culture, nature</i></li> <li>• <i>current affairs, social issues</i></li> </ul>   |
| Interlocutors                        | <p><i>acquaintances, co-workers, bosses, customers, general public</i></p>  |

| Context variables | Features / <i>Examples</i>   |
|-------------------|--|
| Language (output) | <ul style="list-style-type: none"> <li>• a growing range of vocabulary</li> <li>• increasingly complex grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ a wide variety of verb forms/tenses/modals/discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions (<i>eg conditionals, comparison, concession</i>)</li> <li>○ a small range of alternative constructions that reflect variations in register</li> </ul> </li> </ul> |

**Assessment Guidelines**

- 1 The assessment interaction could be recorded for verification purposes.
- 2 The assessment could be conducted face-to-face, or as if on the telephone or in a video teleconference.
- 3 An individual may be assessed on an actual exchange or in a simulated activity conducted with (a) peer(s) or, if absolutely necessary, (a) teacher(s)/assessor(s).
- 4 As the initiator of a topic or giver of a piece of information is, by definition, psychologically and linguistically better prepared than his/her interlocutor(s), assessors could ensure that, before the assessment interaction, all parties in it are given instructions/stimuli that relate to a mix of both common and individual information so that they have an equal opportunity to deliver and respond to both known and unknown information.  
This is especially important at Level 3 as there is a requirement to cover “largely familiar contexts”.

**Special Note**

- 1 Level of English assumed to be in place: GCEN202A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Handle predictable information, ideas, related explanations, discussion/argument, and evaluation in oral interactions (<i>Listening and speaking</i>)</b> |
| <b>Unit Code</b>  | GCEN303A   |
| <b>Level</b>      | 3  |
| <b>Credit</b>     | 6  |

#### Unit Purpose

Individuals with this competency are, with some confidence, able to participate, at a sufficient level of comprehension and clarity, in oral interactions of increasing length, relating to a wide range of largely familiar contexts, and expressed in increasingly complex language, in order to understand and communicate predictable information, ideas, related explanations, discussion/argument, and evaluation effectively.

| Elements of Competency*   | Performance Criteria  |
|---|---|
| 1 Handle predictable information, ideas, related explanations, discussion/argument, and evaluation in oral interactions | 1.1 The purpose of the interaction is communicated/ understood through identification of the context and subject, and of the initiator’s communicative intent<br>1.2 The message of the interaction is communicated/ understood through identification of the gist, main ideas and specific details<br>1.3 Specific information/ideas in the interaction are communicated and/or identified/extracted appropriately<br>1.4 Communicative functions are handled appropriately<br>1.5 Development of the interaction is achieved through appropriate responses and contributions<br>1.6 Turns are taken according to the conventions of the interaction type<br>1.7 Clarification is sought and given when necessary to help communication<br>1.8 The language used is appropriate to the task<br>1.9 Non-verbal signals are used appropriately |

\* Please see Unit Range below for the scope of this competency

| Elements of Competency  | Performance Criteria  |
|---|---|
| <p style="text-align: right;"><i>(continued)</i></p> <p>1 Handle predictable information, ideas, related explanations, discussion/argument, and evaluation in oral interactions</p> | <p style="text-align: right;"><i>(continued)</i></p> <p><b>Range</b></p> <ul style="list-style-type: none"> <li>• Speech should be fairly fluent when expressing simple, familiar ideas and language, but more hesitant with more complex and unfamiliar content/language.</li> <li>• Speech may include some grammatical errors, but these should not interfere with meaning or impose interpersonal strain on a sympathetic listener</li> <li>• Articulation, intonation, stress and rhythm should be fairly well controlled when expressing simple, familiar ideas and language, but less controlled with more complex and unfamiliar content and language</li> <li>• The exchange should be sufficient for each speaker</li> <li>• The register should suit the audience and purpose</li> <li>• Non-verbal signals may include facial expressions, other body language, and active listening articulations</li> </ul> |

### Unit Range

| Context variables                    | Features / Examples   |
|--------------------------------------|---|
| Interaction types                    | <i>discussions, meetings, question-and-answer sessions, interviews</i>  |
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>1-1/group interactions</i></li> <li>• <i>face-to-face/telephone interactions, video teleconferences</i></li> </ul>  |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>requests and replies</i></li> <li>• <i>apologies, thanks, invitations</i></li> <li>• <i>preference, suggestions, offers, persuasion</i></li> <li>• <i>directions</i></li> <li>• <i>explanation, complaints and routine replies</i></li> <li>• <i>argument, evaluation</i></li> <li>• <i>description, narrative, graphics</i></li> </ul> |



| Context variables     | Features / Examples  |
|-----------------------|--|
| Topics and vocabulary | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local issues</i></li> </ul>  |
| Interlocutors         | <i>acquaintances, co-workers, bosses, customers, general public</i>  |
| Language (output)     | <ul style="list-style-type: none"> <li>• a growing range of vocabulary</li> <li>• increasingly complex grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ a wide variety of verb forms/tenses/modals/discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions (<i>eg conditionals, comparison, concession</i>)</li> <li>○ a small range of alternative constructions that reflect variations in register</li> </ul> </li> </ul> |

### Assessment Guidelines

- 1 As the initiator of a topic or giver of a piece of information is, by definition, psychologically and linguistically better prepared than his/her interlocutor(s), assessors could ensure that, before the assessment interaction, all parties in it are given a mix of both common and individual information so that they have an equal opportunity to deliver and respond to both known and unknown information.
- 2 The assessment interaction could be recorded for verification purposes.
- 3 The assessment could be conducted face-to-face, or as if on the telephone or in a video teleconference.
- 4 An individual may be assessed on an actual exchange or in a simulated activity conducted with (a) peer(s) or, if absolutely necessary, (a) teacher(s)/assessor(s).

### Special Note

- 1 Level of English assumed to be in place: GCEN203A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Present information, ideas and related explanations, discussion/argument, and evaluation orally (<i>Speaking</i>)</b> |
| <b>Unit Code</b>  | GCEN304A   |
| <b>Level</b>      | 3  |
| <b>Credit</b>     | 4  |

#### Unit Purpose

Individuals with this competency are, with some confidence, able to demonstrate reasonable clarity in presenting spoken texts of increasing length, relating to a wide range of largely familiar contexts, and expressed in increasingly complex language, in order to communicate information, ideas and related explanations, discussion/argument, and evaluation effectively.

*NB This competency relates to a speaking event that involves one-way communication, without a requirement for the speaker to also listen (see Special Notes at end of unit).*

| <b>Elements of Competency*</b>  | <b>Performance Criteria</b>   |
|---|---|
| 1 Present information, ideas and related explanations, discussion/argument, and evaluation orally | <ul style="list-style-type: none"><li>1.1 Appropriate information/ideas are communicated with a clear purpose and message</li><li>1.2 The information/ideas are organised logically</li><li>1.3 The presentation is structured appropriately, usually with an introduction, message and conclusion</li><li>1.4 Communicative functions are handled appropriately</li><li>1.5 The language used is appropriate to the task</li><li>1.6 The spoken delivery (pace and volume) is appropriate to the task</li><li>1.7 Non-verbal signals are used appropriately</li><li>1.8 If audio-visual aids and/or realia play an essential part in the presentation, they should be incorporated appropriately into the delivery, both linguistically and physically</li></ul> |

\* Please see Unit Range below for the scope of this competency

| Elements of Competency   | Performance Criteria   |
|--|--|
| <i>(continued)</i><br>1 Present information, ideas related explanations, discussion/ argument, and evaluation orally | <i>(continued)</i><br><b>Range</b> <ul style="list-style-type: none"> <li>• Speech should be fairly fluent when expressing simple, familiar ideas and language, but more hesitant with more complex and unfamiliar content/language</li> <li>• Speech may include some grammatical errors, but these should not interfere with meaning or impose interpersonal strain on a sympathetic listener</li> <li>• Articulation, intonation, stress and rhythm should be fairly well controlled when expressing simple, familiar ideas and language, but less controlled with more complex and unfamiliar content and language</li> <li>• The register should suit the audience and purpose</li> <li>• Non-verbal signals may include facial expressions, other body language, and active listening articulations</li> <li>• The physical handling of audio-visual aids and/or realia may include pointing to graphics, demonstrating the use or characteristics of objects, and manipulating equipment</li> </ul> |

**Unit Range**

| Context variables                    | Features / Examples   |
|--------------------------------------|---|
| Text types (output)                  | <ul style="list-style-type: none"> <li>• <i>statements, announcements</i></li> <li>• <i>demonstrations, briefings, talks</i></li> <li>• <i>presentations</i></li> </ul>   |
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>1-1/group interactions</i></li> <li>• <i>face-to-face/telephone interactions, video teleconferences</i></li> </ul>  |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>greetings, leave-taking, introductions, thanks, apologies</i></li> <li>• <i>suggestions, offers, invitations</i></li> <li>• <i>preference, expressions of emotion</i></li> <li>• <i>explanation</i></li> <li>• <i>compliments, persuasion</i></li> <li>• <i>argument, evaluation</i></li> </ul> |

| Context variables  | Features / <i>Examples</i>   |
|--|--|
| <i>(continued)</i><br>Communicative functions / Text modes | <i>(continued)</i><br>• <i>description, narrative, graphics</i>  |
| Topics and vocabulary                                      | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul>  |
| Audience   | <i>acquaintances, co-workers, bosses, customers, general public</i>  |
| Language   | <ul style="list-style-type: none"> <li>• a growing range of vocabulary</li> <li>• increasingly complex grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ a wide variety of verb forms/tenses/modals/discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions (<i>eg conditionals, comparison, concession</i>)</li> <li>○ a small range of alternative constructions that reflect variations in register</li> </ul> </li> </ul> |

### Assessment Guidelines

- 1 The assessment presentation could be recorded for verification purposes.
- 2 The assessment could be conducted face-to-face, or as if on the telephone or in a video teleconference.
- 3 An individual may be assessed on an actual presentation or in a simulated activity conducted with (a) peer(s) or, if absolutely necessary, (a) teacher(s)/assessor(s).

### Special Notes

- 1 Level of English assumed to be in place: GCEN204A or equivalent.
- 2 Oral presentation of information/ideas often also involves responding to questions from the audience. As such a competency includes listening, it is not dealt with here – reference should be made to GCEN303A (*Handle predictable information, ideas, related explanations, discussion/argument, and evaluation in oral interactions*).

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |   |
|-------------------|---|
| <b>Unit Title</b> | <b>Understand both predictable and unpredictable written information, ideas, related explanations, discussion/argument, and evaluation (<i>Reading</i>)</b> |
| <b>Unit Code</b>  | GCEN305A  |
| <b>Level</b>      | 3   |
| <b>Credit</b>     | 4   |

#### Unit Purpose

Individuals with this competency are, with some confidence, able to understand written texts of increasing length, containing both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation, relating to a wide range of largely familiar contexts, and expressed in increasingly complex language, for general information or in order to locate and extract specific information.

| Elements of Competency  | Performance Criteria  |
|---|---|
| 1 Understand both predictable and unpredictable written information, ideas, related explanations, discussion/argument, and evaluation <u>for general information</u>                                | 1.1 The purpose of the text is understood through identification of the writer, subject and context<br>1.2 The message of the text is understood through identification of the main ideas and specific details  |
| 2 Understand both predictable and unpredictable written information, ideas, related explanations, discussion/argument, and evaluation <u>in order to locate and/or extract specific information</u> | 2.1 The purpose of the text is understood through identification of the writer, subject and context<br>2.2 The message of the text is understood through identification of the main ideas and specific details<br>2.3 Specific information/ideas in the text are located and/or extracted appropriately |

#### Unit Range

| Context variables | Features / Examples   |
|-------------------|---|
| Text types        | <ul style="list-style-type: none"> <li>• <i>agendas, signs, forms, log books, inventories, price lists, notices, instructions, timetables, web pages</i></li> </ul> |

## Unit Range

| Context variables                    | Features / Examples  |
|--------------------------------------|--|
| Text types<br><i>(continued)</i>     | <i>(continued)</i> <ul style="list-style-type: none"><li>• promotional leaflets, resumes</li><li>• magazine/newspaper articles, briefing documents</li><li>• rules/regulations, corporate literature</li><li>• proposals, press releases</li></ul>   |
| Communicative functions / Text modes | <ul style="list-style-type: none"><li>• advice, suggestions, invitations</li><li>• procedures, directions, instructions, warnings</li><li>• argument, evaluation, persuasion, proposals, recommendations, threats</li><li>• description, narrative, graphics</li></ul>   |
| Topics and vocabulary                | <ul style="list-style-type: none"><li>• arrangements, orders, deliveries, opening hours</li><li>• goods/services, work-related procedures</li><li>• transport/logistics, money/payment, faults/problems, human resources</li><li>• promotions, industrial/economic conditions</li><li>• workplace technology, local/international issues</li></ul> |
| Language                             | Real-life contexts will involve authentic written texts of varying levels of difficulty so it is not possible to specify the language here.  |

## Assessment Guidelines

- 1 Real-life contexts will involve authentic written texts of varying levels of difficulty so, in setting assessments, it may be advisable to use realistic texts with a similar range of difficulty, while keeping in mind the need for tasks at this level to reflect an ability to handle increasingly complex language.
2. To ensure adequate demonstration of the competency and its different elements in a wide range of “largely familiar” contexts involving different text types, topics and types of information, the assessment event should include different texts for Element 1 and Element 2. For satisfactory coverage, it may be advisable to include a minimum of two texts for each element in the assessment event, at least one of which should relate to a less familiar context. This would also ensure equal weighting for the two elements.

## Special Note

- 1 Level of English assumed to be in place: GCEN205A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Handle predictable information, ideas, related explanations, discussion/argument, and evaluation in written correspondence (<i>Reading and writing</i>)</b> |
| <b>Unit Code</b>  | GCEN306A   |
| <b>Level</b>      | 3  |
| <b>Credit</b>     | 4  |

#### Unit Purpose

Individuals with this competency are, with some confidence, able to understand, at a sufficient level of comprehension, and to produce, with reasonable clarity, written correspondence of increasing length, relating to a wide range of largely familiar contexts, and expressed in increasingly complex language, in order to understand and communicate predictable information, ideas, related explanations, discussion/argument, and evaluation effectively.

| Elements of Competency*                      | Performance Criteria   |
|--|--|
| 1 Respond to incoming written correspondence | <p>1.1 The purpose of incoming correspondence is understood through identification of the writer, context and subject</p> <p>1.2 The message of incoming correspondence is understood through identification of the main ideas and specific details</p> <p>1.3 Information/ideas that are appropriate to the purpose and message are given in the response</p> <p>1.4 Appropriate expressions of goodwill are given</p> <p>1.5 An appropriate format is used</p> <p>1.6 The response is organised appropriately</p> <p>1.7 A polite tone is used</p> <p>1.8 The language used is appropriate to the task</p> <p>1.9 Tasks are performed in a timely manner</p> <p><b>Range</b><br/>The writing may include some grammatical, spelling or punctuation mistakes, but these should not interfere with meaning or impose strain on a sympathetic reader.</p> |

\* Please see Unit Range below for the scope of this competency

| Elements of Competency            | Performance Criteria   |
|-----------------------------------|--|
| 2 Initiate written correspondence | 2.1 Appropriate information/ideas are communicated with a clear purpose and message<br>2.2 The information/ideas are organised logically<br>2.3 The text is structured appropriately<br>2.4 An appropriate format is used<br>2.5 Appropriate expressions of goodwill are given<br>2.6 A polite tone is used<br>2.7 The language used is appropriate to the task<br>2.8 Tasks are performed in a timely manner<br><br><b>Range</b><br>The writing may include some grammatical, spelling or punctuation mistakes, but these should not interfere with meaning or impose strain on a sympathetic reader. |

#### Unit Range

| Context variables                    | Features / Examples  |
|--------------------------------------|--|
| Text types                           | <i>messages, e-mails, memos, letters</i>   |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>formulaic expressions of goodwill at the start and end of written correspondence</i></li> <li>• <i>requests and replies</i></li> <li>• <i>apologies, thanks, formulaic invitations</i></li> <li>• <i>preference, suggestions, offers, directions</i></li> <li>• <i>explanations, complaints and routine replies</i></li> <li>• <i>argument, evaluation</i></li> <li>• <i>description, narrative, graphics</i></li> </ul> |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>goodwill (eg health, previous/anticipated contact)</i></li> </ul>  |
| Topics and vocabulary                | <p style="text-align: right;"><i>(continued)</i></p> <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods and services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul>                 |
| Correspondents                       | <i>acquaintances, co-workers, bosses, customers</i>  |



| Context variables | Features / <i>Examples</i>   |
|-------------------|--|
| Language (output) | <ul style="list-style-type: none"> <li>• a growing range of vocabulary</li> <li>• increasingly complex grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ a wide variety of verb forms/tenses/modals/discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions (<i>eg conditionals, comparison, concession</i>)</li> <li>○ a small range of alternative constructions that reflect variations in register</li> </ul> </li> </ul> |

### Assessment Guidelines

- 1 As the focus of this competency is on writing, reading should be seen as facilitating input.
- 2 Input texts should be selected at an appropriate level of difficulty for the task.
- 3 Input or rubrics for Element 2 tasks can include written or aural texts, or instructions.
- 4 Written output texts may be up to about 300 words in length.
- 5 To ensure equal weighting for the two elements of this competency, the same number of texts should be required for each element.

### Special Note

- 1 Level of English assumed to be in place: GCEN206A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |   |
|-------------------|---|
| <b>Unit Title</b> | <b>Present information, ideas, related explanations, discussion/argument, and evaluation in written form (<i>Writing</i>)</b> |
| <b>Unit Code</b>  | GCEN307A  |
| <b>Level</b>      | 3   |
| <b>Credit</b>     | 3   |

#### Unit Purpose

Individuals with this competency are, with some confidence, able to demonstrate reasonable clarity in writing texts of increasing length, relating to a wide range of largely familiar contexts, and expressed in increasingly complex language, in order to communicate information, ideas, related explanations, discussion/argument, and evaluation effectively.

*NB This competency relates to a writing event that involves one-way communication, without a requirement for the writer to also read (see Special Notes at end of unit).*

| <b>Elements of Competency*</b>  | <b>Performance Criteria</b>   |
|---|---|
| 1 Present information, ideas, related explanations, discussion/argument, and evaluation in written form | <p>1.1 Appropriate information/ideas are communicated with a clear purpose and message</p> <p>1.2 The information/ideas are organised logically</p> <p>1.3 The text is structured appropriately</p> <p>1.4 An appropriate format is used</p> <p>1.5 The language used is appropriate to the task</p> <p>1.6 An appropriate register is used</p> <p>1.7 If graphic representations play an essential part in the text, they should be incorporated appropriately, both linguistically and physically</p> <p><b>Range</b><br/>The text may include grammatical, spelling or punctuation mistakes, but these should not interfere with meaning or impose strain on a sympathetic reader.</p> |

\* Please see Unit Range below for the scope of this competency

## Unit Range

| Context variables                    | Features / <i>Examples</i>  |
|--------------------------------------|---|
| Text types                           | <ul style="list-style-type: none"> <li>• <i>agendas, forms, log books, inventories, price lists, resumes</i></li> <li>• <i>notices, instructions/rules, business/promotional leaflets</i></li> <li>• <i>press releases, briefing documents, reports</i></li> </ul>  |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>preference, suggestions</i></li> <li>• <i>explanation, persuasion, expressions of emotion</i></li> <li>• <i>argument, evaluation</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>  |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods and services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul>   |
| Readership                           | <i>acquaintances, co-workers, bosses, customers, general public</i>   |
| Language                             | <ul style="list-style-type: none"> <li>• a growing range of vocabulary</li> <li>• increasingly complex grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ a wide variety of verb forms/tenses/modals/discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions ( <i>eg conditionals, comparison, concession</i>)</li> <li>○ a small range of alternative constructions to reflect variations in register</li> </ul> </li> </ul> |

## Assessment Guidelines

Input or rubrics for the task can include written or aural texts, or simple instructions.

## Special Notes

- 1 Level of English assumed to be in place: GCEN207A or equivalent.
- 2 Although the stimulus for writing may involve listening or reading, these skills are not dealt with here - reference should be made to GCEN301A (*Understand both predictable and unpredictable spoken information, ideas, related explanations, discussion/argument, and evaluation*), GCEN305A (*Understand both predictable and unpredictable written*

*information, ideas, related explanations, discussion/argument, and evaluation) or GCEN306A (Handle both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation in written correspondence).*

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Understand both predictable and unpredictable spoken information, ideas, related explanations, discussion/argument, and evaluation (<i>Listening</i>)</b> |
| <b>Unit Code</b>  | GCEN401A   |
| <b>Level</b>      | 4  |
| <b>Credit</b>     | 5  |

#### Unit Purpose

Individuals with this competency are, with confidence, able to understand extended spoken texts containing both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation, relating to a wide range of both familiar and some new contexts, and expressed in complex language, for general information or in order to identify and/or extract specific information.

| <b>Elements of Competency*</b>   | <b>Performance Criteria</b>   |
|--|---|
| 1 Understand both predictable and unpredictable spoken information, ideas, related explanations, discussion/argument, and evaluation <u>for general information</u>                                  | 1.1 The purpose of the text is understood through identification of the text type, context and subject<br>1.2 The message of the text is understood through identification of the gist, main ideas and specific details   |
| 2 Understand both predictable and unpredictable spoken information, ideas, related explanations, discussion/argument, and evaluation <u>in order to identify and/or extract specific information</u> | 2.1 The purpose of the text is understood through identification of the text type, context and subject<br>2.2 The message of the text is understood through identification of the gist, main ideas and specific details<br>2.3 Specific information/ideas in the text are identified and/or extracted appropriately |

\* Please see Unit Range below for the scope of this competency

## Unit Range

| Context variables                    | Features / Examples   |
|--------------------------------------|---|
| Text types                           | <ul style="list-style-type: none"> <li>• <i>statements, announcements, weather reports, telephone messages, briefings</i></li> <li>• <i>promotions, news reports, presentations</i></li> <li>• <i>discussions, talks, speeches</i></li> <li>• <i>proposals</i></li> </ul>   |
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>face-to-face</i></li> <li>• <i>in recordings</i></li> <li>• <i>over public address systems</i></li> <li>• <i>through media such as radio and television</i></li> </ul>  |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>advice, suggestions, invitations</i></li> <li>• <i>directions, instructions, warnings</i></li> <li>• <i>argument, evaluation, persuasion, proposals, recommendations</i></li> <li>• <i>procedures, rules/regulations, threats</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>   |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul> |
| Language                             | <ul style="list-style-type: none"> <li>• features of speech: <ul style="list-style-type: none"> <li>○ clear pronunciation</li> <li>○ both familiar and unfamiliar accents</li> <li>○ natural speed</li> <li>○ standard registers</li> </ul> </li> </ul>   |

## Assessment Guidelines

- 1 Real-life contexts will involve authentic spoken texts of varying levels of difficulty so, in setting assessments, it may be advisable to use realistic texts with a similar range of difficulty, while keeping in mind the need for tasks at this level to reflect an ability to handle complex language.
- 2 To ensure adequate demonstration of the competency and its different elements in a wide range of “both familiar and some new” contexts involving different text types, topics and types of information, the assessment event should include different texts for Element 1 and Element 2. For satisfactory coverage, it may be advisable to include a minimum of two texts for each element in the assessment event, at least two of which should relate to new contexts. This would also ensure equal weighting for the two elements.

**Special Note**

1 Level of English assumed to be in place: GCEN301A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Interact socially in conversation</b> ( <i>Listening and speaking</i> ) |
| <b>Unit Code</b>  | GCEN402A   |
| <b>Level</b>      | 4  |
| <b>Credit</b>     | 6  |

#### Unit Purpose

Individuals with this competency are, with confidence, able to participate, at a sufficient level of comprehension and clarity, in extended oral interactions relating to a wide range of both familiar and some new contexts, and expressed in complex language, in order to establish and maintain social relationships effectively.

| <b>Elements of Competency*</b>      | <b>Performance Criteria</b>  |
|-------------------------------------|--|
| 1 Interact socially in conversation | <p>1.1 Communicative functions are handled appropriately</p> <p>1.2 Conventional conversational topics are initiated</p> <p>1.3 Conventional conversational topics are maintained</p> <p>1.4 Turns are taken according to social conventions</p> <p>1.5 Responses that demonstrate understanding of the conversation flow are given</p> <p>1.6 Clarification is sought and given when necessary to help communication</p> <p>1.7 The language used is appropriate to the task</p> <p>1.8 Non-verbal signals are used appropriately</p> <p>1.9 Responses that demonstrate understanding of the emotional state/communicative intent of the interlocutor(s) are given</p> <p><b>Range</b></p> <ul style="list-style-type: none"><li>• Speech should be fairly fluent</li><li>• Speech may include some grammatical errors, but these should not interfere with meaning or impose any interpersonal strain on the listener</li><li>• Articulation, intonation, stress and rhythm should be fairly well controlled</li></ul> |

\* Please see Unit Range below for the scope of this competency



| <b>Elements of Competency</b>                             | <b>Performance Criteria</b>  |
|---|--|
| <i>(continued)</i><br>1 Interact socially in conversation | <i>(continued)</i> <ul style="list-style-type: none"> <li>• The exchange should be sufficient for each speaker</li> <li>• The register should suit the audience and purpose</li> <li>• Non-verbal signals may include facial expressions, other body language, and active listening articulations</li> </ul> |

### Unit Range

| <b>Context variables</b>             | <b>Features / Examples</b>  |
|--------------------------------------|---|
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>1-1/group interactions</i></li> <li>• <i>face-to-face/telephone interactions, video teleconferences</i></li> </ul>  |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>greetings, introductions, leave-taking</i></li> <li>• <i>social enquiries/requests and replies</i></li> <li>• <i>apologies, thanks, invitations</i></li> <li>• <i>suggestions, offers, persuasion</i></li> <li>• <i>preference, expression of emotions</i></li> <li>• <i>explanation</i></li> <li>• <i>argument, evaluation</i></li> <li>• <i>functions that reflect subtlety and sensitivity</i></li> <li>• <i>description, narrative, graphics</i></li> </ul> |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>self, family, general well-being</i></li> <li>• <i>work, weekend activities</i></li> <li>• <i>leisure, study, travel, culture, nature</i></li> <li>• <i>current affairs, social issues</i></li> <li>• <i>any general knowledge or interest</i></li> </ul>   |
| Interlocutors                        | <i>acquaintances, co-workers, bosses, customers, general public</i>   |
| Language (output)                    | <ul style="list-style-type: none"> <li>• a growing range of vocabulary</li> <li>• complex grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ all verb forms/tenses/modals/discourse markers (conjunctions, sequence words, etc)</li> </ul> </li> </ul>   |

| Context variables   | Features / Examples   |
|---|---|
| <p style="text-align: right;"><i>(continued)</i></p> <p>Language (output)</p> | <p style="text-align: right;"><i>(continued)</i></p> <ul style="list-style-type: none"> <li>○ complex constructions (<i>eg conditionals, comparison, concession</i>)</li> <li>○ a growing range of alternative constructions that reflect variations in register</li> </ul> |

**Assessment Guidelines**

- 1 The assessment interaction could be recorded for verification purposes.
- 2 The assessment could be conducted face-to-face, or as if on the telephone or in a video teleconference.
- 3 An individual may be assessed on an actual exchange or in a simulated activity conducted with (a) peer(s) or, if absolutely necessary, (a) teacher(s)/assessor(s).
- 4 As the initiator of a topic or giver of a piece of information is, by definition, psychologically and linguistically better prepared than his/her interlocutor(s), assessors could ensure that, before the assessment interaction, all parties in it are given instructions/stimuli that relate to a mix of both common and individual information so that they have an equal opportunity to deliver and respond to both known and unknown information. This is especially important at Level 4 as there is a requirement to cover “both familiar and some new contexts”

**Special Note**

- 1 Level of English assumed to be in place: GCEN302A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |   |
|-------------------|---|
| <b>Unit Title</b> | <b>Handle both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation in oral interactions (<i>Listening and speaking</i>)</b> |
| <b>Unit Code</b>  | GCEN403A  |
| <b>Level</b>      | 4   |
| <b>Credit</b>     | 6   |

#### **Unit Purpose**

Individuals with this competency are, with confidence, able to participate, at a sufficient level of comprehension and clarity, in extended oral interactions, relating to a wide range of both familiar and some new contexts, and expressed in complex language, in order to understand and communicate both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation effectively.

| Elements of Competency*  | Performance Criteria  |
|--|---|
| 1 Handle both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation in oral interactions | 1.1 The purpose of the interaction is communicated/understood through identification of the context and subject, and of the initiator's communicative intent<br>1.2 The message of the interaction is communicated/understood through identification of the gist, main ideas and specific details<br>1.3 Specific information/ideas in the interaction are communicated and/or identified/extracted appropriately<br>1.4 Communicative functions are handled appropriately<br>1.5 Development of the interaction is achieved through appropriate responses and contributions<br>1.6 Turns are taken according to the conventions of the interaction type<br>1.7 Clarification is sought and given when necessary to help communication<br>1.8 The language used is appropriate to the task<br>1.9 Non-verbal signals are used appropriately |

\* Please see Unit Range below for the scope of this competency

| <b>Elements of Competency</b>  | <b>Performance Criteria</b>   |
|--|---|
| <i>(continued)</i>   | <i>(continued)</i>  |
| 1 Handle both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation in oral interactions | <p><b>Range</b></p> <ul style="list-style-type: none"> <li>• Speech should be fairly fluent</li> <li>• Speech may include some grammatical errors, but these should not interfere with meaning or impose any interpersonal strain on the listener</li> <li>• Articulation, intonation, stress and rhythm should be fairly well controlled</li> <li>• The exchange should be sufficient for each speaker</li> <li>• The register should suit the audience and purpose</li> <li>• Non-verbal signals may include facial expressions, other body language, and active listening articulations</li> </ul> |

#### **Unit Range**

| <b>Context variables</b>             | <b>Features / Examples</b>   |
|--------------------------------------|--|
| Interaction types                    | <i>discussions, meetings, question-and-answer sessions, interviews, press conferences</i>  |
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>1-1/group interactions</i></li> <li>• <i>face-to-face/telephone interactions, video teleconferences</i></li> </ul>   |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>requests and replies</i></li> <li>• <i>apologies, thanks, invitations</i></li> <li>• <i>preference, suggestions, offers, persuasion</i></li> <li>• <i>directions</i></li> <li>• <i>explanation, complaints and replies</i></li> <li>• <i>argument, evaluation</i></li> <li>• <i>functions that reflect subtlety, tact, sensitivity</i></li> <li>• <i>description, narrative, graphics</i></li> </ul> |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul>  |
| Interlocutors                        | <i>acquaintances, co-workers, bosses, customers, general public</i>  |

| Context variables | Features / <i>Examples</i>   |
|-------------------|--|
| Language (output) | <ul style="list-style-type: none"> <li>• a growing range of vocabulary</li> <li>• complex grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ all verb forms, tenses, modals, and discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions (<i>eg conditionals, comparison, concession</i>)</li> <li>○ a growing range of alternative constructions that reflect variations in register</li> </ul> </li> </ul> |

### Assessment Guidelines

- 1 As the initiator of a topic or giver of a piece of information is, by definition, psychologically and linguistically better prepared than his/her interlocutor(s), assessors could ensure that, before the assessment interaction, all parties in it are given a mix of both common and individual information so that they have an equal opportunity to deliver and respond to both known and unknown information.
- 2 The assessment interaction could be recorded for verification purposes.
- 3 The assessment could be conducted face-to-face, or as if on the telephone or in a video teleconference.
- 4 An individual may be assessed on an actual exchange or in a simulated activity conducted with (a) peer(s) or, if absolutely necessary, (a) teacher(s)/assessor(s).

### Special Note

- 1 Level of English assumed to be in place: GCEN303A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |  |
|-------------------|--|
| <b>Unit Title</b> | <b>Present information, ideas and related explanations, discussion/argument, and evaluation orally (<i>Speaking</i>)</b> |
| <b>Unit Code</b>  | GCEN404A   |
| <b>Level</b>      | 4  |
| <b>Credit</b>     | 4  |

**Unit Purpose**

Individuals with this competency are, with confidence, able to demonstrate reasonable clarity in presenting extended spoken texts relating to a wide range of both familiar and some new contexts, and expressed in complex language, in order to communicate information, ideas and related explanations, discussion/argument, and evaluation effectively.

*NB This competency relates to a speaking event that involves one-way communication, without a requirement for the speaker to also listen (see Special Notes at end of unit).*

| Elements of Competency*   | Performance Criteria   |
|---|--|
| 1 Present information, ideas and related explanations, discussion/argument, and evaluation orally | 1.1 Appropriate information/ideas are communicated with a clear purpose and message<br>1.2 The information/ideas are organised logically<br>1.3 The presentation is structured appropriately, usually with an introduction, message and conclusion<br>1.4 Communicative functions are handled appropriately<br>1.5 The language used is appropriate to the task<br>1.6 The spoken delivery (pace and volume) is appropriate to the task<br>1.7 Non-verbal signals are used appropriately<br>1.8 If audio-visual aids and/or realia play an essential part in the presentation, they should be incorporated appropriately into the delivery, both linguistically and physically |

\* Please see Unit Range below for the scope of this competency

| Elements of Competency  | Performance Criteria  |
|---|---|
| <i>(continued)</i>  | <i>(continued)</i>  |
| 1 Present information, ideas and related explanations, discussion/argument, and evaluation orally | <p><b>Range</b></p> <ul style="list-style-type: none"> <li>• Speech should be fairly fluent</li> <li>• Speech may include some grammatical errors, but these should not interfere with meaning or impose any interpersonal strain on the listener</li> <li>• Articulation, intonation, stress and rhythm should be fairly well controlled</li> <li>• The register should suit the audience and purpose</li> <li>• Non-verbal signals may include facial expressions, other body language, and active listening articulations</li> <li>• The physical handling of audio-visual aids and/or realia may include pointing to graphics, demonstrating the use or characteristics of objects, and manipulating equipment</li> </ul> |

#### Unit Range

| Context variables                    | Features / Examples   |
|--------------------------------------|---|
| Text types (output)                  | <ul style="list-style-type: none"> <li>• <i>statements, announcements</i></li> <li>• <i>demonstrations, briefings, talks</i></li> <li>• <i>presentations</i></li> <li>• <i>proposals, speeches</i></li> </ul>   |
| Modes of communication               | <ul style="list-style-type: none"> <li>• <i>1-1/group interactions</i></li> <li>• <i>face-to-face/telephone interactions, video teleconferences</i></li> </ul>  |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>greetings, leave-taking, introductions, thanks, apologies</i></li> <li>• <i>suggestions, offers, invitations</i></li> <li>• <i>preference, expressions of emotion</i></li> <li>• <i>explanation</i></li> <li>• <i>compliments, persuasion</i></li> <li>• <i>argument, evaluation</i></li> <li>• <i>functions that reflect subtlety, tact, sensitivity</i></li> <li>• <i>description, narrative, graphics</i></li> </ul> |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/</i></li> </ul>  |

| Context variables  | Features / <i>Examples</i>   |
|--|--|
| <p style="text-align: right;"><i>(continued)</i></p> Topics and vocabulary | <p style="text-align: right;"><i>(continued)</i></p> <ul style="list-style-type: none"> <li>• <i>problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul>  |
| Audience   | <i>acquaintances, co-workers, bosses, customers, general public</i>  |
| Language   | <ul style="list-style-type: none"> <li>• a growing range of vocabulary</li> <li>• complex grammatical structures:               <ul style="list-style-type: none"> <li>○ simple/compound /complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ all verb forms/tenses/modals/discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions (<i>eg conditionals, comparison, concession</i>)</li> <li>○ a growing range of alternative constructions that reflect variations in register</li> </ul> </li> </ul> |

### Assessment Guidelines

- 1 The assessment presentation could be recorded for verification purposes.
- 2 The assessment could be conducted face-to-face, or as if on the telephone or in a video teleconference.
- 3 An individual may be assessed on an actual presentation or in a simulated activity conducted with (a) peer(s) or, if absolutely necessary, (a) teacher(s)/assessor(s).

### Special Notes

- 1 Level of English assumed to be in place: GCEN304A or equivalent.
- 2 Oral presentation of information/ideas often also involves responding to questions from the audience. As such a competency includes listening, it is not dealt with here – reference should be made to GCEN403A (*Handle predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation in oral interactions*).



## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |   |
|-------------------|---|
| <b>Unit Title</b> | <b>Understand both predictable and unpredictable written information, ideas, related explanations, discussion/argument, and evaluation (<i>Reading</i>)</b> |
| <b>Unit Code</b>  | GCEN405A  |
| <b>Level</b>      | 4   |
| <b>Credit</b>     | 4   |

#### Unit Purpose

Individuals with this competency are, with confidence, able to understand extended written texts containing both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation, relating to a wide range of both familiar and some new contexts, and expressed in complex language, for general information or in order to locate and extract specific information.

| Elements of Competency  | Performance Criteria   |
|---|--|
| 1 Understand both predictable and unpredictable written information, ideas, related explanations, discussion/argument, and evaluation <u>for general information</u>                                | 1.1 The purpose of the text is understood through identification of the writer, subject and context<br>1.2 The message of the text is understood through identification of the main ideas and specific details   |
| 2 Understand both predictable and unpredictable written information, ideas, related explanations, discussion/argument, and evaluation <u>in order to locate and/or extract specific information</u> | 2.1 The purpose of the text is understood through identification of the writer, subject and context<br>2.2 The message of the text is understood through identification of the main ideas and specific details<br>2.3 Specific information/ideas in the text is/are located and/or extracted appropriately |

#### Unit Range

| Context variables | Features / Examples   |
|-------------------|---|
| Text types        | <ul style="list-style-type: none"> <li>• <i>agendas, signs, forms, log books, inventories, price lists, notices, instructions, timetables, web pages</i></li> </ul> |

| Context variables                    | Features / Examples   |
|--------------------------------------|---|
| Text types<br><i>(continued)</i>     | <i>(continued)</i> <ul style="list-style-type: none"> <li>• <i>promotional leaflets, resumes</i></li> <li>• <i>magazine/newspaper articles, briefing documents</i></li> <li>• <i>rules/regulations, corporate literature</i></li> <li>• <i>proposals, press releases</i></li> </ul>   |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>advice, suggestions, invitations</i></li> <li>• <i>procedures, directions, instructions, warnings</i></li> <li>• <i>argument, evaluation, persuasion, proposals, recommendations, threats</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>   |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods/services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul> |
| Language                             | Real-life contexts will involve authentic written texts of varying levels of difficulty so it is not possible to specify the language here  |

### Assessment Guidelines

- 1 Real-life contexts will involve authentic written texts of varying levels of difficulty so, in setting assessments, it may be advisable to use realistic texts with a similar range of difficulty, while keeping in mind the need for tasks at this level to reflect an ability to handle complex language.
2. To ensure adequate demonstration of the competency and its different elements in a wide range of “both familiar and some new” contexts involving different text types, topics and types of information, the assessment event should include different texts for Element 1 and Element 2. For satisfactory coverage, it may be advisable to include a minimum of two texts for each element in the assessment event, at least two of which should relate to new contexts. This would also ensure equal weighting for the two elements.

### Special Note

- 1 Level of English assumed to be in place: GCEN305A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |   |
|-------------------|---|
| <b>Unit Title</b> | <b>Handle both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation in written correspondence (<i>Reading and writing</i>)</b> |
| <b>Unit Code</b>  | GCEN406A  |
| <b>Level</b>      | 4   |
| <b>Credit</b>     | 4   |

#### Unit Purpose

Individuals with this competency are, with confidence, able to understand, and produce, with reasonable clarity, extended written correspondence, relating to a wide range of both familiar and some new contexts, and expressed in complex language, in order to understand and communicate both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation effectively.

| <b>Elements of Competency*</b>               | <b>Performance Criteria</b>   |
|--|---|
| 1 Respond to incoming written correspondence | <ul style="list-style-type: none"><li>1.1 The purpose of incoming correspondence is understood through identification of the writer, context and subject</li><li>1.2 The message of incoming correspondence is understood through identification of the main ideas and specific details</li><li>1.3 Information/ideas that are appropriate to the purpose and message are given in the response</li><li>1.4 Appropriate expressions of goodwill are given</li><li>1.5 An appropriate format is used</li><li>1.6 The response is organised appropriately</li><li>1.7 A polite tone is used</li><li>1.8 The language used is appropriate to the task</li><li>1.9 Tasks are performed in a timely manner</li></ul> |

\* Please see Unit Range below for the scope of this competency

| Elements of Competency   | Performance Criteria  |
|--|---|
| <p style="text-align: right;"><i>(continued)</i></p> <p>1 Respond to incoming written correspondence</p> | <p style="text-align: right;"><i>(continued)</i></p> <p><b>Range</b><br/>The writing should demonstrate control of commonly-used grammatical structures and vocabulary, but there may be mistakes in grammar, spelling or punctuation with more advanced language. However, these should not impose any strain on the reader.</p>   |
| <p>2 Initiate written correspondence</p>   | <p>2.1 Appropriate information/ideas are communicated with a clear purpose and message</p> <p>2.2 The information/ideas are organised logically</p> <p>2.3 The text is structured appropriately</p> <p>2.4 An appropriate format is used</p> <p>2.5 Appropriate expressions of goodwill are given</p> <p>2.6 A polite tone is used</p> <p>2.7 The language used is appropriate to the task</p> <p>2.8 Tasks are performed in a timely manner</p> <p><b>Range</b><br/>The writing should demonstrate control of commonly-used grammatical structures and vocabulary, but there may be mistakes in grammar, spelling or punctuation with more advanced language. However, these should not impose any strain on the reader.</p> |

### Unit Range

| Context variables                    | Features / Examples  |
|--------------------------------------|--|
| Text types                           | <i>messages, e-mails, memos, letters</i>   |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>formulaic expressions of goodwill at the start and end of written correspondence</i></li> <li>• <i>requests and replies</i></li> <li>• <i>apologies, thanks, formulaic invitations</i></li> <li>• <i>preference, suggestions, offers, directions</i></li> <li>• <i>explanations, complaints and replies</i></li> <li>• <i>argument, evaluation</i></li> <li>• <i>functions that reflect subtlety, tact and sensitivity</i></li> <li>• <i>description, narrative, graphics</i></li> </ul> |

| Context variables     | Features / Examples   |
|-----------------------|---|
| Topics and vocabulary | <ul style="list-style-type: none"> <li>• <i>goodwill (eg health, previous/anticipated contact)</i></li> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods and services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul>  |
| Correspondents        | <i>acquaintances, co-workers, bosses, customers</i>   |
| Language (output)     | <ul style="list-style-type: none"> <li>• a growing range of vocabulary</li> <li>• complex grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ all verb forms/tenses/modals/discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions (<i>eg conditionals, comparison, concession</i>)</li> <li>○ a growing range of alternative constructions that reflect variations in register</li> </ul> </li> </ul> |

### Assessment Guidelines

- 1 As the focus of this competency is on writing, reading should be seen as facilitating input.
- 2 Input texts should be selected at an appropriate level of difficulty for the task.
- 3 Input or rubrics for Element 2 tasks can include written or aural texts, or instructions.
- 4 Written output texts may be of any length appropriate to the task.
- 5 To ensure equal weighting for the two elements of this competency, the same number of texts should be required for each element.

### Special Note

- 1 Level of English assumed to be in place: GCEN306A or equivalent.

## Generic (Foundation) Competencies

### Unit of Competency (English)

|                   |   |
|-------------------|---|
| <b>Unit Title</b> | <b>Present information, ideas, related explanations, discussion/argument, and evaluation in written form (<i>Writing</i>)</b> |
| <b>Unit Code</b>  | GCEN407A  |
| <b>Level</b>      | 4   |
| <b>Credit</b>     | 3   |

#### **Unit Purpose**

Individuals with this competency are, with confidence, able to demonstrate reasonable clarity in writing extended texts relating to a wide range of both familiar and some new contexts, and expressed in complex language, in order to communicate information, ideas, related explanations, discussion/argument, and evaluation effectively.

*NB This competency relates to a writing event that involves one-way communication, without a requirement for the writer to also read (see Special Notes at end of unit).*

| Elements of Competency*   | Performance Criteria   |
|---|--|
| 1 Present information, ideas, related explanations, discussion/argument, and evaluation in written form | <p>1.1 Appropriate information/ideas are communicated with a clear purpose and message</p> <p>1.2 The information/ideas are organised logically</p> <p>1.3 The text is structured appropriately</p> <p>1.4 An appropriate format is used</p> <p>1.5 The language used is appropriate to the task</p> <p>1.6 An appropriate register is used</p> <p>1.7 If graphic representations play an essential part in the text, they should be incorporated appropriately, both linguistically and physically</p> <p><b>Range</b><br/>The writing should demonstrate control of commonly-used grammatical structures and vocabulary, but there may be mistakes in grammar, spelling or punctuation with more advanced language. However, these should not impose any strain on the reader.</p> |

\* Please see Unit Range below for the scope of this competency

## Unit Range

| Context variables                    | Features / <i>Examples</i>   |
|--------------------------------------|--|
| Text types                           | <ul style="list-style-type: none"> <li>• <i>agendas, forms, log books, inventories, price lists, resumes</i></li> <li>• <i>notices, instructions/rules, business/ promotional leaflets</i></li> <li>• <i>press releases, briefing documents, reports</i></li> <li>• <i>proposals</i></li> </ul>  |
| Communicative functions / Text modes | <ul style="list-style-type: none"> <li>• <i>preference, suggestions</i></li> <li>• <i>explanation, persuasion, expressions of emotion</i></li> <li>• <i>argument, evaluation</i></li> <li>• <i>functions that reflect subtlety, tact and sensitivity</i></li> <li>• <i>description, narrative, graphics</i></li> </ul>   |
| Topics and vocabulary                | <ul style="list-style-type: none"> <li>• <i>arrangements, orders, deliveries, opening hours</i></li> <li>• <i>goods and services, work-related procedures</i></li> <li>• <i>transport/logistics, money/payment, faults/problems, human resources</i></li> <li>• <i>promotions, industrial/economic conditions</i></li> <li>• <i>workplace technology, local/international issues</i></li> </ul>  |
| Readership                           | <i>acquaintances, co-workers, bosses, customers, general public</i>  |
| Language                             | <ul style="list-style-type: none"> <li>• a growing range of vocabulary</li> <li>• complex grammatical structures: <ul style="list-style-type: none"> <li>○ simple/compound/complex sentences</li> <li>○ positive/negative/interrogative/imperative forms</li> <li>○ all verb forms/tenses/modals/discourse markers (conjunctions, sequence words, etc)</li> <li>○ complex constructions ( <i>eg conditionals, comparison, concession</i>)</li> <li>○ a growing range of alternative constructions to reflect variations in register</li> </ul> </li> </ul> |

## Assessment Guidelines

Input or rubrics for the task can include written or aural texts, or simple instructions.

## Special Notes

- 1 Level of English assumed to be in place: GCEN307A or equivalent.
- 2 Although the stimulus for writing may involve listening or reading, these skills are not dealt with here - reference should be made to GCEN401A (*Understand both predictable*

*and unpredictable spoken information, ideas, related explanations, discussion/argument, and evaluation), GCEN405A (Understand both predictable and unpredictable written information, ideas, related explanations, discussion/argument, and evaluation) or GCEN406A (Handle both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation in written correspondence).*