OCR
Oxford Cambridge and RSA

Unit Title:	**Read predictable (English/French/German/Italian/Spanish/Mandarin Chinese) text in familiar work situations**
Level:	1
Credit value:	3 (6 – Mandarin Chinese)
Guided learning hours:	23 (35 – Mandarin Chinese)

Unit purpose and aim

The aim of this unit is to enable the candidate to read predictable (English/French/German/Irish/Italian/Spanish/Mandarin Chinese) in the context of familiar work situations.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

The Learner will:
 	
1   Be able to understand simple messages written in predictable (.....)
	The Learner can:
	
	1.1 Identify predictable
	    a. written signs
	    b. safety warnings
	    c. notices
	1.2 Respond to simple forms
		• K1. Simple set phrases and common words/signs in everyday use
		
		• K2. Common words/signs used in your work
		
		• K10. Common questions (e.g. Where? What time? Why? How many? What? Do you...?)
		
		• K11. Simple ways to give an opinion (e.g. It's good! I like/prefer) ask permission ('Please can I?') give orders or instructions ('Sit down! This way! Look!')

2 Be able to understand simple communications written in predictable (.....)	2.1 Respond to simple written communications
	    a. simple questions
	    b. simple invitations
	    c. simple requests
	    d. simple expressions of feelings
		• K3. Simple everyday connectors (and, but, also
		
		• K4. Common set phrases expressing politeness (e.g. introductions and greetings, forms of address, leave-taking, mealtime conventions)
		
		• K7. Some common verbs (I /you/he/she/they ...)
		
		• K8. Simple ways to distinguish past, present and future events (e.g.

Learning Outcomes	**Assessment Criteria**	**Knowledge, understanding**

		and skills
		• using 'yesterday', or verb forms if appropriate)
		• K9. Simple ways to make positive and negative statements
		• K10. Common questions (e.g. Where? What time? Why? How many? What? Do you...?)
		• K11. Simple ways to
		• give an opinion (e.g. It's good! I like/prefer) ask permission ('Please can I?') give orders or instructions ('Sit down! This way! Look!')
3 Be able to understand articles written in predictable (......) on familiar work and social topics	3.1 Identify from short texts written with common, predictable vocabulary and simple sentences a. the main theme or purpose b. key facts or specific details c. numerical information	• K3. Simple everyday connectors (and, but, also) • K5. Days of the week, months, time; yesterday, today and tomorrow • K6. Simple numerical terms (e.g. 1-100, prices, 24 hour clock, dates) • K7. Some common verbs (I /you/he/she/they ...) • K8. Simple ways to distinguish past, present and future events (e.g. using 'yesterday', or verb forms if appropriate) • K9. Simple ways to make positive and negative statements

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

4 Be able to understand a simple range of vocabulary	4.1 Recognise simple vocabulary:
	   a. simple everyday vocabulary
	   b. key work terms
	   c. simple connectors
	   d. common set phrases expressing politeness
	   e. simple expressions of time
	   f. simple numerical data (1-100, 24 hour clock, dates)
		• K1. Simple set phrases and common words/signs in everyday use
		
		• K2. Common words/signs used in your work
		
		• K3. Simple everyday connectors (and, but, also)
		
		• K4. Common set phrases expressing politeness (e.g. introductions and greetings, forms of address, leave-taking, mealtime conventions)
		
		• K5. Days of the week, months, time; yesterday, today and tomorrow
		
		• K6. Simple numerical terms (e.g. 1-100, prices, 24 hour clock, dates)

5 Be able to understand a simple range of common grammatical forms	5.1 Recognise the meaning of simple grammatical forms
	   a. common regular and irregular verbs
	   b. references to past, present and future
	   c. simple negative forms
	   d. common instructions
	   e. common questions
	   f. simple ways of expressing opinions
		• K7. Some common verbs (I /you/he/she/they ...)
		
		• K8. Simple ways to distinguish past, present and future events (e.g. using 'yesterday', or verb forms if appropriate)
		
		• K9. Simple ways to make positive and negative statements
		
		• K10. Common questions (e.g. Where? What time? Why? How many? What? Do you...?)
		
		• K11. Simple ways to give an opinion (e.g. It's good! I like/prefer) ask permission ('Please can I?') give orders or instructions ('Sit down! This way! Look!')

6 Be able to use reference sources	6.1 Use reference sources to find out or confirm meaning of words in predictable text	• K13. How to use reference sources to find out or check meaning or accuracy (e.g. glossaries, dictionaries, phrase books, simple on-line resources).

Guidance on assessment and evidence requirements

Assessment of performance

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

- direct observation of the candidate

- scrutiny of recorded or written material.

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

Simulation

In the workplace

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

In the classroom

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

Meeting individual needs

- It is important that where assessment is not taking place at work, simulations are relevant to the needs of the candidates, and their reason for learning the language.

- The four skills are assessed individually (though they may be linked), to allow candidates to achieve in different skills at different levels, or to take some skills and not others.

- Candidates with learning difficulties and/or disabilities are positively encouraged to make use of qualifications based on the UK Occupational Language Standards. Assessors will need to be flexible in their approach to assessment methods, to suit individual circumstances.

- Some candidates may be unable to follow/recognise all cultural conventions because of a disability. In these cases, a common sense approach is needed, and a discussion with the awarding body if in doubt.

- Building a portfolio allows candidates to take assessments when they are ready, and candidates will need different levels of support in order to reach the level.

- The key question for the assessor should always be:

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

Minimum evidence requirements

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

All assessment criteria must be fully met.

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

- **All** evidence for assessment criteria relating the performance criteria of the UKOLS must be gathered through the relevant skill for that unit (Understand, Speak/Sign, Read or Write).

At least one example for each of the Assessment criteria relating to vocabulary and grammatical forms must be gathered through the relevant skill. However, as these derive from the Knowledge section of the UKOLS, which is common to all four skills, further examples may be gathered across other skills and, if appropriate, through questioning or testing.

Reading

- As for Understanding spoken/signed language, assessment opportunities must include a range of materials of different types and for different purposes, work and social.

- The length should be appropriate for the level (see UK Occupational Language Standards).

For more information on reading evidence, please see the centre handbook.

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