AQP for Foundational
Learning Competence

FOUNDATIONAL LEARNING COMPETENCE COMMUNICATION IN ENGLISH: CURRICULUM FRAMEWORK

CONTENTS	
A. **FOUNDATIONAL COMMUNICATION INTRODUCTION**	Gives an overview of the aims and scope of Foundational Communication in English, summarising key features.
B. **FOUNDATIONAL LEARNING COMPETENCE COMMUNICATION CURRICULUM FRAMEWORK**	Sets out the organising principles and the curriculum elements and outcomes, including learning activity guidelines.
C. **FACILITATOR GUIDELINES AND INTRODUCTION TO TASK EXEMPLARS**	Gives general guidelines on methodology, and explains how Task Exemplars illustrate level and approach.
D. **ASSESSMENT REQUIREMENTS**	Sets out the programme-based assessment requirements and the external assessment requirements.

A.   Foundational Learning Competence Communication in English: Introduction

Foundational Learning refers to the competence identified as a platform for coping with the demands of occupational learning at NQF Levels 2 – 4, in the two key areas of Communication and Mathematical Literacy. These two components make up the *Foundational Learning Competence Part Qualification* at NQF Level 2. In terms of current policy (February 2012), achievement of this qualification is compulsory for the award of occupational qualifications at NQF Levels 3 and 4.

The Curriculum Framework for Foundational Communication in English (FCE) addresses the exit outcomes for the Communication component of the *Foundational Learning Competence Part Qualification*, in contexts in which English is the language of learning and teaching (LOLT). It describes the English language skills, processes, knowledge and practices that learners need in order to deal confidently and successfully with formal occupational training which occurs mainly through the medium of English, which uses training materials in English, and in which the occupational or trade assessment is in English. This framework could be versioned for other languages if required.

Broadly speaking, the Curriculum Framework addresses the same outcomes as any other language programme, namely the knowledge, skills and strategies needed for reading, writing, speaking and listening at a particular level of competence. However, the framework has a particular emphasis on preparing adult learners for occupational training and skills development. To this end, the key features are as follows:

1.   An adult and workplace focus

The scope and coverage of the Foundational Learning Competence Communication Framework and related programmes must take into account the constraints on adult learners in workplace and/or training contexts who have limited time and resources for learning. The content covered is therefore not as extensive as the school curriculum at a comparable level (for example, literature is not an object of study). The curriculum framework does not claim 'equivalence' with a particular level of formal schooling.

Key aims are to:

- Familiarise learners with the kinds of English writing they will be expected to deal with in their training material.
- Help them to use and process technical and workplace texts.
- Establish a sound basis in English as the language of business, and a basic understanding of English language modes of organising, analysing and presenting information of a technical or business nature, in preparation for the demands of occupational writing in a particular field.
- Access an English-language occupational environment as a resource.

2.   Using English for learning

The framework emphasises acquiring and using study skills for the training context. Key to this is the capable use of English for learning purposes, especially in terms of reading and processing information with understanding, and in terms of seeking clarification about concepts and procedures when necessary.

3.   **Cognitive depth and transferability**

The central concept underpinning the framework is the achievement of foundational English language skills for application in cognitively demanding occupational learning. Real learning requires real language competence, and this is built up over time. Programmes based on the framework should provide a solid knowledge of how the language works, so that learners can master and apply their skills to support further learning in other areas. Learning is not channeled into one type of English usage for a particular industry or occupation, or job-specific vocabulary. The foundation is generic with an emphasis on solid and transferable skills, using language across contexts and for different purposes.

4.   **Appropriate level**

It is obviously difficult to find a level of English language usage that will apply across all occupational sector training, as different sectors and contexts have different needs. The aim of the Foundational Communication Framework is to suggest a generic level and scope of English proficiency that serves as the basis for using English successfully in formal, print-based learning. English language competence is seen as '**foundational to**' occupational qualifications at NQF Levels 2 to 4. The level addresses competence required for learning in the FET band, with the emphasis on revising and entrenching skills at NQF Levels 1 – 2. These skills will however need to be applied in training contexts at higher levels. Foundational Communication is a component of the *Foundational Learning Competence Part Qualification* which is pegged at NQF Level 2.

Foundational Communication represents a minimum level of competence in relation to occupational training: the model requires that as learners progress in their occupational learning, more sophisticated or context-specific usage will be built into the design of occupational qualifications if and as required.

B. **Foundational Learning Competence Communication in English: Curriculum Framework**

FOUNDATIONAL LEARNING COMPETENCE COMMUNICATION in ENGLISH: CURRICULUM FRAMEWORK
Organising Principles and Curriculum Overview
The term 'element' is used as an organising tool to describe the different components of the Foundational Communication curriculum. The elements refer to the areas of knowledge, skills and processes that should be covered in a Foundational Communication course or programme. They are set out separately as focus areas for a language programme, but are mostly taught, practiced, applied and assessed in an integrated way.
Elements 1 – 5 are unpacked into learning outcomes. These are the intended results of learning and teaching, which describe what the learners should be able to do in relation to the curriculum element.
Elements 6 – 7 are unpacked into applications that are integrated into general learning activities throughout the various curriculum elements. They are not presented as assessable outcomes.

Element 1: Reading
Element 2: Writing
Element 3: Speaking and Listening
Element 4: Visual Literacy
Element 5: Language Structure and Use
Element 6: Study Skills
Element 7: Workplace Terminology

ELEMENT 1   READING

TITLE	Element 1: Reading
PURPOSE	Learners will be able to read texts at the required level with understanding, to extract and use information, and to make critical judgments. They will recognise a specified range of text types, understand that these may have different purposes and audiences, and be familiar with the main features and conventions of these texts.
	Reading skills will be taught and applied in an integrated way, in conjunction with oral, written and information-gathering activities. The range of reading texts as described below can be extended for teaching purposes. Any single text may meet more than one set of specifications, or may be of mixed text types (for example, a text may include continuous description and visual images, and may have both a persuasive and a practical function). Any single text can also be used for teaching or assessing against a number of outcomes. As good practice, texts that can be used for a number of activities, and that address outcomes in and across the different elements, should be found or developed (for example, the same text can be used as the base for reading for information, writing in response to this information, or for verbal report-backs).

OUTCOMES	SCOPE & CONTEXTS	LEARNING ACTIVITY GUIDELINES
Reading Outcome 1.1 Learners will be able to use reading strategies	Texts of varying lengths can be used for teaching, depending on the purpose of the reading activity. The scope of texts used specifically for comprehension and close reading purposes is as follows: • approximate length of up to 800 – 850 words • sentences and syntax are not over-complex, although compound sentences will be present (see Element 5) • punctuation is limited to the most frequently used forms (see Element 5) • paragraph conventions are used, as appropriate to the text type • formatting conventions such as headings, numbering and font changes are used • texts may be accompanied by illustrations, tables and graphs • a glossary is provided for complex or uncommon vocabulary and acronyms.	Reading strategies such as the following are taught and practised: • finding topic sentences • skimming and scanning headings, numbering and any other sequencing information • inferring the meaning of unfamiliar vocabulary through word-attack skills and context clues • looking at how parts of words, phrases and sentences relate to each other to build up meaning • making predictions on the basis of what has already been read • drawing conclusions • using glossaries or dictionaries where required • reading aloud and discussing how meaning is conveyed through attention to punctuation, pauses and stress.

Reading texts can cover a range of personal, social and workplace contexts and topics. Text types will include:

- narrative (e.g., stories and descriptions of events)
- factual (e.g., extracts from workplace manuals or training material, information pamphlets, dictionaries and newspaper articles)
- persuasive (e.g., publicity material, advertisements, posters and letters)
- practical (e.g., forms, work records, instructions, directions, memos, e-mails, timetables, contracts and Unemployment Insurance Fund [UIF] forms)
- aesthetic texts (e.g., poetry, songs and advertisements).

The emphasis should be on genuine workplace texts that set out information that needs to be extracted and processed. However, all text types can be used to promote reading strategies.

Reading Outcome 1.2

Learners will be able to identify the main ideas in a text

Comprehension of literal meaning of the text will be built up through activities such as:

- using reading strategies
- guided oral pair or group discussions on the text
- oral or written answers given to questions on the text
- responses to gap fill, multiple choice and cloze activities on the text
- summarising and sequencing text content within guidelines
- making distinctions between what is relevant and what is not relevant to the main idea
- referring back to the text to support views on main ideas or messages
- encouraging learners to ask questions about the text for clarification of meaning and concepts.

The scope and contexts are the same as those listed for Outcome 1.1.

Reading Outcome 1.3

Learners will be able to identify conventions and formats of different text types

Learners will take part in oral or written activities that involve:

- identifying characteristics or features of a specific text type
- discussing the functions of various conventions
- talking about and identifying how format, layout and conventions affect meaning
- using conventions to help with sequencing and summarising
- converting text from one format to another.

The scope and contexts are the same as those listed for Outcome 1.1, but the emphasis is on working with texts which have specific format and style features. Examples are letters, reports, memos, curriculum vitae (CVs), operating instructions, timetables, work plans, electronic texts and study plans. The focus is primarily on workplace text types, operating procedures and instructions, and on training material.

Conventions for headings, subheadings, numbering, tables of contents, titles, addresses, bullet points, labeling of visual information and font use are covered.

Reading Outcome 1.4 Learners will be able to identify the organisation and structure of a text	The scope and contexts for individual texts are the same as those listed for Outcome 1.1. The scope could also include training guides or workplace manuals that are divided into chapters or sections.	Learners need to be able to understand the way in which meaning is built up in a text by understanding how the flow of ideas is structured. Activities will involve the following: - analysing how introductions, paragraph breaks and conclusions are used - identifying the order and sequence of events or ideas - finding supporting statements or illustrative examples - looking at how grammar affects meaning, e.g., how a change of tense can affect the logical sequence, how pronoun references show who or what is being referred to in a text, and how conjunctions and linking phrases (e.g., *and, but, because, therefore, in spite of*) illustrate cause and effect - analysing how and why some information is presented in different chapters or sections, especially in relation to training material. Oral or written answers given to questions on the text can involve: - 'unscrambling' the text (e.g., putting paragraphs into the correct order and identifying paragraphs that do not belong in a text) - sentence completion - responses to gap fill, multiple choice and cloze activities on the text - marking text to identify the main indicators (e.g., underlining a tense change or a cause-and-effect indicator) - summarising key ideas, thereby showing understanding of the supporting statement or illustrative examples - rewriting the text in simple ways to change meaning.
Reading Outcome 1.5 Learners will be able to interpret and respond critically to a text	The scope and contexts are the same as those listed for Outcome 1.1. For this outcome the focus will be more on persuasive or aesthetic texts that contain ideas and opinions rather than on factual texts that simply list or present information. However, learners should be able to compare different types of texts in order to promote their interpretative and analytical skills.	Learners must be encouraged to look beyond the literal meaning of the text and apply analytical skills to what they have read. Questions such as the following are used to prompt analysis: - What is the purpose of the text? - Who is it intended for? - Where does it come from or who wrote it? - Does the text express opinions, facts, emotions, values or a mixture of these? How do you know this? - Is the writer trying to persuade the reader to a certain view? - Does the writer use any devices to achieve the purpose (e.g., slogans or humour)? - What are your opinions and views on what you have read?

It is recommended that learners are encouraged to read longer texts such as novels, biographies or short stories, selected on the basis of learner interest. There are a number of publishers and organisations that have developed 'easy readers' for adults who are trying to improve their English reading skills. Reading and understanding of these longer texts will not be formally assessed. However, it is generally accepted that the more a learner reads, the more he/she will understand the text and the more his/her vocabulary will improve. The key purposes of encouraging reading of longer texts are: • to steer learners towards a habit of reading, i.e., to help learners internalise reading strategies and skills through sustained application • to promote the idea of reading for enjoyment.	These questions can be addressed orally and through written responses to structured or open-ended questions. Learners must be guided to support their conclusions, judgments and opinions with reference to the text. Activities could include: • Getting learners to report back on and share their experiences of reading. • Building reading aloud into programme time.

ELEMENT 2   WRITING

TITLE	Element 2: Writing
PURPOSE	Learners will be able to write texts at the specified level for recording and conveying information and ideas. Language, form and content suit the purpose and audience of the task. Learners will be able to write legibly and use spelling, punctuation and language structures so that the text can be understood, even if usage is not entirely correct or consistent.
	Writing skills will be taught and applied in an integrated way, in conjunction with reading and oral activities. The range of texts to be produced (as described below) can be extended for teaching purposes.
	The goals of planning, drafting and editing of writing will be stressed, especially in relation to writing in a learning context. Drafting and editing skills should be supported in all continuous writing activities.

OUTCOMES	SCOPE & CONTEXTS	LEARNING ACTIVITY GUIDELINES
Writing Outcome 2.1 Learners will be able to use writing strategies	Continuous writing of up to two pages (or approximately 400 – 450 words) is generally expected. Forms and templates of various kinds are completed. Longer pieces of writing, such as a project or research report, are produced according to instructions. Writing generally shows the following features: • simple and complex sentences are formed, with the occasional use of sub-clauses (see Element 5) • sentences can be linked together in a meaningful and logical way • writing is structured through the use of paragraphs for continuous writing • headings, indentations, numbering and point forms are used if required. Writing is produced for a number of different contexts and purposes, including personal, social and workplace contexts. Topics, content and text types are varied: • narrative (e.g., stories and descriptions of events) • factual (e.g., descriptions of technical or workplace tasks, study notes, messages and simple reports) • persuasive (e.g., letters, simple advertisements, posters, and short essays giving views and opinions on familiar topics) • practical (e.g., a wide range of forms, work records, timetables, e-mails, lists, simple costing analyses, simple budgets, agendas, and other texts requiring the filling in of information are completed according to the instructions).	Writing skills should be practised in a variety of ways: • structured tasks, where the focus is on linking words, sentences and paragraphs in meaningful ways (e.g., completing texts and filling in missing sections) • structured tasks, where the focus is on using language elements consistently and for continuity (e.g., changing tenses, selecting pronouns, constructing negatives) • structured tasks, where the focus is on using the appropriate text type conventions (e.g., work forms, dialogues, e-mails, letters, study notes) • information-gathering tasks, where learners must reproduce and explain information gleaned from various sources in their own words • free-writing tasks, where learners are encouraged to write for communication, expression and reflection • writing in a context, such as workplace logbooks and records • tasks directed specifically at planning, drafting and editing writing through following given steps, using an editing check list, accepting feedback and revising writing. Planning, drafting and editing processes should be encouraged in all writing tasks.

Writing Outcome 2.2 Learners will be able to produce the appropriate text type for the purpose and audience.	The general scope and contexts of writing produced are the same as those listed for Outcome 2.1. Narrative, factual, persuasive, practical or mixed pieces of writing are produced according to the requirements of the task. The range of text type conventions include: • correct formats, such as those used in business letters, messages, work orders or simple reports • use of organising techniques such as headings, numbering, bullets and simple contents pages • use of form filling conventions such as using given spaces, correct case, deleting, circling, abbreviating, and the use of crosses or ticks • specific workplace text types that learners may need to produce should be emphasised • the kinds of writing required in training and study should be practised.	Activities should include exposure to different text types and oral discussions on aspects of writing such as aims, audience, conventions and formats. Questions such as the following can be used: • Who am I writing for? • What do I hope to achieve? • Why will one format be more appropriate than another for a particular purpose? • What is the effect of using the wrong format or presentation? (Illustrative examples can be discussed, e.g., a workplace report in continuous writing.) • What is the purpose of numbering or headings and other structuring conventions? • How can I use various writing techniques, formats or conventions to make my writing more effective?
Writing Outcome 2.3 Learners will be able to write relevant content	The general scope and contexts of writing produced are the same as those listed for Outcome 2.1. Topics for writing should be relevant and familiar, and can cover personal, social and workplace contexts. There should, however, be an emphasis on the type of content and contexts required for workplace English use, and for study and training purposes.	Activities can include: • 'matching back' the content of a learner's own piece of writing to the requirements of the writing task or topic • checking that enough information is given • identifying and editing out unnecessary repetition • removing irrelevant content • including relevant arguments in support of an idea or opinion.
Writing Outcome 2.4 Learners will be able use grammatical and other language conventions so that the main message is clear	See Element 5	See Element 5 While some activities can be structured to address this outcome specifically, note that it is nearly always integrated into an applied task.

ELEMENT 3   SPEAKING AND LISTENING

TITLE	Element 3: Speaking and Listening
PURPOSE	Learners will be able to interact orally with others with a reasonable degree of confidence for a number of purposes. Complete fluency in speaking is not expected, but learners should be able to get their meaning across reasonably clearly. The emphasis is on listening with understanding, and on being able to transfer meaning into conceptual application. This is in support of learning through the medium of English, and means that learners should have the confidence to ask questions for clarification, and to explore the concepts and content of learning. To this end, the use of other languages in conjunction with English is encouraged where appropriate.

OUTCOMES	SCOPE & CONTEXTS	LEARNING ACTIVITY GUIDELINES
Speaking and Listening Outcome 3.1 Learners will be able to use strategies to understand spoken language and to communicate clearly	The scope of oral interaction learners are expected to deal with is as follows: • short presentations and lectures • asking questions and understanding answers in response to these • informal conversations on a personal level • formal interactions (e.g., interview situations, speeches or workplace information sharing) • using spoken language for learning purposes, including group work interaction, translation and code-switching. Listening and speaking interactions can cover a range of personal, social and workplace topics and contexts. The emphasis is on using language for learning, and in particular, for questioning and processing occupational study material. The role of other languages in this context is addressed. In addition, the kinds of workplace interactions that take place through the medium of English are explored.	Speaking and listening strategies are practised through activities that cover informal and formal communications, and structured and open-ended discussions. Role-plays, group work, report-backs, formal speeches, presentations and conversation logs are used. Listening strategies such as listening for detail, listening for specific information, asking for clarification, etc. should be practised. The ability to formulate meaningful questions to help in the understanding of concepts is key. Speaking strategies such as repetition, checking back with the listener, the use of emphasis, etc. should be practised. The role and impact of pronunciation is emphasised, with activities linked to common mispronunciations and misunderstandings of English (see Element 5). Reading aloud is also a useful activity for checking pronunciation. Learners must be able to transfer their understanding of a spoken text into an explanation of its meaning. This can be done either through writing in response to speech, or through detailed question-and-answer activities in an oral interaction. The impact of nonverbal aspects of communication (such as body language, gestures and tone) is explored. In sum, sustained and active practice of speaking and listening skills in English in the classroom is stressed, in order to improve **fluency and confidence.**

Speaking and Listening Outcome 3.2 Learners will be able to identify the purpose, audience and effects of the communication	The general scope and contexts are the same as those listed for Outcome 3.1. Various purposes for spoken communication are explored, such as to inform, to instruct, to question, to persuade, to challenge, to establish links, etc. These purposes are linked to who is speaking (source) and who is listening (audience). Conventions for different interactions are used. For example: • telephone interactions • turn taking in meetings, discussions or training situations • cultural conventions such as greetings and leave takings • formal oral presentations or speeches.	Activities as described above are used. Ways in which purpose, source and audience affect how speaking and listening take place are explored through activities such as question and answer, written responses, group work, role-plays, etc. This might involve looking at different styles of speaking, register, tone, body language, cultural issues, the role of code-switching, etc. Critical language awareness should also be encouraged through identifying and discussing features such as: • manipulative and emotive language • ways in which facts, fiction or opinions are presented • the use of jargon • the use of specialised vocabulary • ways in which cultural codes are used in language • barriers to effective communication.
Speaking and Listening Outcome 3.3 Learners will be able to use and respond to different grammatical and structuring features of oral communication	The general scope and contexts are the same as those listed for Outcome 3.1.	Activities here include: • a focus on grammatical structures in oral communication (e.g., tense/time markers, parts of speech, concord, active and passive voice, and complex and compound sentences) • understanding and practising structuring devices and conventions, such as introductions and conclusions, and appropriate ways of responding in oral interactions.

ELEMENT 4   VISUAL LITERACY

TITLE	**Element 4: Visual Literacy**
PURPOSE	Visual literacy skills are applied in both reading and writing, and can also be used as a basis for oral interaction. Uses of visual literacy in these elements have been noted in the relevant templates.

Visual literacy is presented here as a separate element so that more detail can be given. This is because visual literacy – implying familiarity with the different ways in which information can be conveyed and organised – is a key skill in occupational learning and progress. Information in the workplace, and in occupational training, is presented and mediated in numerous ways: this applies to visual representations in paper-based texts, and to multimedia contexts such as PowerPoint (or similar packages) presentations and other electronic texts that demand specific types of reading skills.

Learners will understand that there are a number of different ways of presenting information. They will be able to extract information from a range of visual and graphic representations at the required level. They will be able to produce visual texts such as simple tables and organograms for particular purposes according to instructions.

The term 'graphic representation' is used here to refer to any pictorial or diagrammatic representation as indicated by the examples given below. |

OUTCOMES	SCOPE & CONTEXTS	LEARNING ACTIVITY GUIDELINES
Visual Literacy Outcome 4.1

Learners will be able to identify the purposes of visual and graphic representations | The types of graphic representations which learners will generally deal with include the following:
- tables
- diagrams
- simple graphs
- simple spreadsheets for financial information
- organograms
- flow charts
- mind maps
- cartoons
- illustrations
- posters
- technical drawings
- simple plans
- maps
- PowerPoint (or similar) presentations | Activities for all outcomes should aim at exposure to, and practice with, visual and graphic texts. The main aim is to help learners feel at ease with different ways of presenting information, so that they can easily understand what is being presented.

Where a programme has been designed for a particular occupational sector, the emphasis will be on the most commonly used visual representations in that sector.

Activities related to understanding the purposes of visual literacy examples can be done through:
- verbal and written responses to structured questions on information presented
- transfer of information from one form to another, e.g., from a graph to a simple table
- summarising information
- labeling of diagrams and technical drawings on the basis of given information. |

	For this outcome, 'purposes' will focus on how and why the following are presented or conveyed: • simple statistics • sequences, relationships and processes • comparisons: similarities and differences • representations of shape and size • hierarchies of importance • listings • images, ideas and feelings (cartoons, illustrations and photos).	
Visual Literacy Outcome 4.2 Learners will be able to identify the main features of common visual and graphic representations	The general scope is covered in Outcome 4.1. Main features should cover: • functions of headings, subheadings, labels, headers and footers, keys, scale, etc. • relationships between columns, boxes or circles • functions of arrows or other linking devices • effects and aims of moving images and overlays in PowerPoint presentations.	Activities related to identifying the features of visual literacy examples can be done through: • verbal and written responses to structured questions on information presented • labeling of diagrams and technical drawings on the basis of given information.
Visual Literacy Outcome 4.3 Learners will be able to understand the meaning of visual and graphic representations and explain their content	The general scope is covered in Outcome 4.1.	Activities related to understanding the meaning of visual literacy examples can be done through: • responding to visual graphic representations as the basis for extended writing or debates • verbal and written responses to structured questions on information presented • transfer of information from one form to another, e.g., from a graph to a simple table • summarising information • labeling of diagrams and technical drawings on the basis of given information.

| **Visual Literacy Outcome 4.4**

Learners will be able to present information in basic visual and graphic ways | In response to given information, learners will be able to produce:

• simple tables
• simple graphs
• simple organograms
• mind maps
• numbered lists
• labeled diagrams or drawings
• posters
• an outline of a presentation.

The information given to prompt the development of visual or graphic information can cover personal, social and workplace contexts. The focus should, however, be on work-related presentations of data or information, visual literacy in training material, and techniques for using visual representations for study skills. | This can be done through:

• individual or group projects aimed at the collection of data (e.g., posters, presentations)
• simple presentations on a given topic
• transfer of information from one visual form to another.
. |

ELEMENT 5   LANGUAGE STRUCTURE AND USE

TITLE	Element 5: Language Structure and Use

PURPOSE

This element in the Foundational Communication Framework gives learners a conscious understanding of how language works, and provides them with the vocabulary with which to talk about language.

Grammar describes words in terms of their function or use. It gives rules or conventions on how words fit together to form the basic unit of the English language, the sentence. Knowing these rules and conventions helps learners see how the language works and how meaning is built up. It also helps learners understand the mistakes they may make in speech or writing, and how to correct these.

This element is integral to the learning process of all the language skills. So, for example, when reading or writing – whether it is unpacking the structure of a word, a complex sentence, a dense paragraph or an extended text – an understanding of the language in use helps learners improve their own performance.

The learning activity guidelines select examples of how there can be explicit teaching and practice of language skills. It must be stressed, however, that the teaching and learning of grammar should be integrated into the other elements as much as possible.

OUTCOMES	SCOPE & CONTEXTS	LEARNING ACTIVITY GUIDELINES
Language Structure Outcome 5.1 Learners will be familiar with common grammatical functions of words, and how these affect meaning	The scope of this outcome includes the following: • Parts of speech (nouns, verbs, adjectives, adverbs, prepositions, pronouns [singular, plural and gender], articles and conjunctions) • Role and forms of tenses (present, past and future; perfect and continuous forms; regular and irregular verbs; present and past participles; the role of auxiliary verbs; active and passive; subject/verb agreement [concord] in person, number and gender) • Word formation (e.g., prefixes, suffixes, singular and plural forms, comparative and superlative forms, compound words) • Word changes (e.g., changing adjectives to adverbs [quick – quickly]; noun to adjective [nation – national]; verb to noun to adjective [hunt – hunter – hunted]) • Spelling and pronunciation (e.g., letters, vowels, consonants and syllables; basic spelling rules; ways in which pronunciation and word stress affects meaning).	**Note:** Learners themselves do not need to be able to 'define' all the technical grammatical terms, although they should be familiar with basic grammatical terminology so that these terms can be used in teaching, for error recognition and feedback. **A good English grammar reference text is an essential resource for facilitators.** Work explicitly with tenses, through both structured grammatical tasks and in the context of texts that you may be using for other elements. Talk about how verb changes affect the meaning of a text and its sequence of events. Get learners to practise using different tenses, and talk about how different forms of tenses work. You can use parts of texts used for other elements to identify and discuss examples of grammatical processes, such as: • How English pronouns have different forms according to their function in the sentence (*I/me, he/him, she/her,* etc.). • How pronouns work to replace noun phrases (e.g., *'They followed the tall blond man with the one black shoe* becomes *They followed him).* • How conjunctions may have different functions (e.g., the difference the two sentences *We walked and he talked* and *He talked while we walked).*

	• The importance of concord and how this affects meaning (e.g., the difference between *'I broke my toe playing football'* and *'I broke his toe playing football'* etc.)
	• Discussing exceptions to general rules, e.g.:
	  ○ adjectives that use *'more'* and *'most'* instead of suffixes (e.g., *more informed; most generous*)
	  ○ adjectives that cannot have degrees of comparison (e.g., *unique; perfect*)
	  ○ nouns such as uncountable nouns that don't have plurals (e.g., *information; gold; milk*)
	
	Dictionaries can be used for work around spelling, pronunciation and grammatical features (e.g., degrees of comparison of adjectives (*pretty, prettier, prettiest*), irregular plurals, irregular forms of verbs, special ways in which words are used (e.g., with a particular preposition – ***In the meantime***).
	
	Word games such as crosswords, scrabble and hangman can be used for understanding how words are built up.
	
	Classroom discussion should also draw on knowledge of own and other languages, as a basis for understanding how languages work.

Language Structure Outcome 5.2 Learners use grammatical knowledge to work with and construct meaningful sentences	The scope of this outcome includes the following: • Sentence types and transformations (e.g., simple sentences, statements, questions, commands, exclamations, changing positive sentences to negative sentences and vice versa, changing active sentences to passive sentences and vice versa) • Basic sentence analysis (e.g., understanding subjects, predicates, and objects in terms of how they function to make meaning; difference between simple and compound sentences; how conjunctions work in sentences; phrases and clauses in sentences) • How pronunciation and stress in sentences affects meaning. Activities could include: • Exercises where learners have to distinguish between a 'word salad', well-formed sentences that are nevertheless nonsense, well-formed sentences that have meaning • Identifying the intent of the sentence in its context – this could be integral to a reading or writing activity • Simple sentence analysis into subject, predicates and objects • Identifying how conjunctions affect sequence and meaning (e.g., *when, before, after* linked to <u>time</u>; *because* linked to <u>reason</u>; *therefore* linked to <u>effect</u> etc.) • Talking about the structure of sentences as a way of understanding their workings more clearly; discussion with examples. • While reading, learners discuss complex sentences and explain what purpose is being served by the various clauses. • Using reading aloud activities to explore how word stress in English sentences can change meaning.

| **Language Structure Outcome 5.3**

Learners use grammatical knowledge to process and understand connected paragraphs and longer texts | The scope of this outcome includes the following:

• Punctuation within and between sentences (e.g., full stops, question marks, exclamation marks, apostrophes of omission [*don't, can't, he's*] and belonging [*the mother's son*], different functions of commas, quotation marks in direct speech, etc.)
• Paragraph construction:
   ○ Identification of topic sentence and supporting sentences.
   ○ Construction of paragraphs with topic and supporting sentences.
   ○ Using variety in vocabulary to avoid repetition.
   ○ Avoiding redundancies, e.g., *my Dad he, more bigger than* and *can to go*.
   ○ Deleting words to make the paragraph tighter.
   ○ Tracing connections between paragraphs. | Activities could include:

• Inserting punctuation where required
• Looking at examples of how changing punctuation changes the meaning, or how incorrect punctuation hides or distorts the meaning
• Reading aloud, using punctuation for pauses and conveying meaning.
• Rearranging words, phrases and sentences to produce a more reader-friendly and convincing order
• Identifying signpost words and phrases and logical connectors in texts.
• Using summarising skills to show understanding of flow of ideas.

This outcome is practised in the context of extended writing of all kinds. Feedback should emphasise how paragraph breaks support the logical progression of ideas. |

ELEMENT 6   STUDY SKILLS

TITLE	**Element 6: Study Skills**
PURPOSE	The main purpose of this element is to help learners use English effectively for learning and training. Learners are familiarised with learning strategies and ways of planning and managing their learning activities and resources. They practise using terminology linked to training activities and tasks, and to assessment. The transfer of information between spoken and written sources, and from other languages commonly in use in the environment, is especially emphasised. **Note: This element is described in terms of applications to be promoted in the course of the learning programme, rather than in terms of assessable outcomes.**

APPLICATIONS	SCOPE & CONTEXTS	LEARNING ACTIVITY GUIDELINES
Application 6.1 Understand and use common study and training terminology	Examples of learning task types are: • observation of performance • oral questioning • assignment • written assessment or test • project • presentation. Examples of instructions are: • multiple-choice instructions (e.g., tick, underline, circle, delete, match, fill in, complete, label, etc.) • extended task instructions (e.g., find, describe, select, compare, contrast, discuss, summarise, etc.) • specific practical workplace learning instructions (e.g., prepare, identify, dismantle, construct …).	These applications are integrated into general learning and assessment activities. However, facilitators can make these explicit by: • checking that learners do in fact understand the meaning of study-specific terminology and instructions • giving learners opportunities to practise responding to assessment formats and instructions • holding discussions on why certain tasks are undertaken and presented in specific ways and formats, and whether or not they could be done differently (e.g., when is oral questioning appropriate? What kinds of workplace learning needs to be checked in formal ways?).

		These applications are integrated into general learning activities. However, facilitators can make these explicit by:
Application 6.2 Understand and use different learning strategies	Examples of strategies are: • asking questions • memorising • note taking • summarising • skimming and scanning • using visual aids (e.g., mind maps and diagrams) • using referencing skills (e.g., contents, page references and indexes) • incorporating feedback • working with others • developing a study system • finding and using additional resources (libraries, reference books or texts, the internet or other people) • using translation into other languages for clarification of concepts.	• making sure that learners are made aware of available resources, and know how to use them • practising learning strategies such as note-taking or listening for detail.
Application 6.3 Manage learning and learning materials	Examples are: • knowing the specific terminology and/or language style used in a specific workplace or occupational training context • identifying learning steps and goals • planning and timetabling • keeping learning resources and own work in good order (e.g., portfolios of evidence).	These applications are integrated into general learning activities. However, facilitators can make these explicit by: • giving specific guidance on how to keep own work and learning materials in order (e.g., compiling portfolios in Foundational Communication; compiling portfolios in other fields of study if applicable; keeping log books or time sheets for practical or workplace learning if applicable).

ELEMENT 7 WORKPLACE TERMINOLOGY

TITLE	Element 7: Workplace Terminology
PURPOSE	The main purpose of this element is to help learners use English effectively in the workplace and in occupational domains.
	Learners are familiarised with commonly used forms of spoken and written communications in and about the workplace. The aim is to enable learners to talk about and engage with the world of work through the medium of English. Programmes may include 'English for specific purposes' in terms of particular occupational vocabulary, or in terms of a particular occupational environment (e.g., customer services, manufacturing, etc.), alongside general use of English for a number of purposes and contexts.
	The applications, scope and contexts given here draw on a review of the 'generic' unit standards produced by a number of different occupational sectors in the interests of 'work readiness'.
	Note: This element is described in terms of applications to be promoted in the course of the learning programme, rather than assessable outcomes.

APPLICATIONS	SCOPE & CONTEXTS	LEARNING ACTIVITY GUIDELINES
Application 7.1 Discuss and understand the key features of a workplace	Use and understand terms such as: • purpose of the organisation (e.g., primary and secondary industry, service sectors, etc.) • business terminology (e.g., production, supply and demand, capital, profitability, etc.) • human resources (personnel, remuneration, benefits, etc.) • business flow, planning, forecasting and budgeting • organisational dynamics (e.g., management and union roles, workplace organograms, flat or hierarchical structure, etc.) • legislative contexts • value systems (e.g., mission and value statements) • health and safety regulations • customer (internal or external) relations • workplace issues (e.g., HIV/AIDS, barriers to communication, diversity issues, work flow, etc.).	These applications are integrated into general learning activities. Some of the texts used for reading, writing and visual literacy activities should address the scope and contexts listed for this element.

Application 7.2 Identify and discuss common features of workplace roles and responsibilities	Use and understand terms such as: • workplace roles (e.g., management, supervisory, team, individual, advisory, coach, mentor, etc.) • workplace interactions (e.g., working in a team, using conventions for reporting, issuing and receiving instructions, etc.) • workplace behaviour and ethics.	Some of the texts used for reading, writing and visual literacy activities should address the scope and contexts listed for this element.
Application 7.3 Use English in specific occupations (optional)	Where appropriate in customised delivery of a programme for a sector, the focus can be on specific clusters of terminology (e.g., scientific, technical or business), approaches (e.g., dealing with customers or clients) or the technical shorthand/abbreviations used in specific occupations.	Customised learning activities (optional).

C.   Foundational Communication in English: Guidelines for Facilitators

The Foundational Learning Competence Communication Curriculum Framework describes the scope and coverage of an appropriate programme or course, but does not give the sequence and progression of activities, or prescribe specific texts. The framework is not itself a learning programme: it is a description of what needs to be covered in a learning programme leading to foundational competence, referenced by illustrative examples of the types of activities and applications that would support the goals for Foundational Communication as described in Section A.

The assumption is that providers working in the field will develop or adapt their own materials. We therefore offer some guidelines in the form of general notes on methodology, and exemplars of tasks and activities to illustrate the level of Foundational Communication.

1.   Entry assumptions and length of programme

A foundational learning programme would aim to reach the outcomes set out in the framework by the end of the course of learning. Working back from these and taking into account an average programme length of about 200 hours, a typical learner should have **a minimum** of ABET Level 3 competence in English on entry to the programme. Learners who have not established basic literacy and writing skills will not be able to cope with the coverage and activities set out in the framework.

It is recommended that providers develop placement or diagnostic entry assessments. They will then either need to tailor the programme and its duration to suit the needs of a particular group of learners, or suggest alternatives if learners are going to be unable to cope with a standard foundational learning programme.

2.   Guidelines on Methodology

The following approaches are suggested for delivery of the Foundational Learning Competence Communication Curriculum Framework:
- Teaching methods should include promotion of the SAQA critical cross-field outcomes during learning.
- The emphasis is on practice and application of language skills, not on learning 'about' the language. Therefore active and participatory learning is supported. The programme encourages learners to do practical learning such as finding things out for themselves, doing project-based learning, applying what has been learnt and problem solving. It also implies that the methods will include peer and group activities as well as individual activities. There should be an emphasis on open-ended oral discussions, reflections and report-backs in class.
- The different curriculum elements are taught in an integrated way.
- Learners' own knowledge, experience, skills and home-language resources are drawn on where possible.
- Explicit links should be made with any occupational training the learners may be involved in.
- Learners are given guidance on managing their own learning strategies, resources and materials, and on keeping their own records.

3. **Good practice elements of programme design**

There are many models and resources that give guidelines for the development of programmes and course materials. The following is a distillation of generally accepted categories of criteria. They are formulated here in the context of course development against the FC Framework for a programme in Foundational Communication in English.

3.1 Overall programme plan

The programme plan should include:
- broad outcomes to be achieved at the end of learning;
- entry diagnostic assessment;
- an overview of the assessment requirements;
- some indication of how the programme is structured and organised (e.g., through themes or content coverage; time-based modules);
- time frames; and
- an overview of the approach.

3.2 Programme structure

- There should be a progressive build-up of skills with an evident developmental line of progression.
- There should be a balance between input, activities, feedback and assessment.
- Knowledge and skills should be revised and assessed at key points.

3.3 Content

- The requirements of the Foundational Learning Competence Communication Framework should be addressed.
- Content should be free of mistakes, current and accurate.
- Content should be varied and interesting, with a sufficient range of topics and contexts to help with the transfer of skills, while remaining in line with the purpose of Foundational Communication in English.
- Learners' knowledge of other languages is used as a learning resource.

3.4 Design of activities and lessons

- Activities should have a clear purpose, which is communicated to the learner.
- Activities are scaffolded to help learners progress through the different steps of a problem or task.
- There should be a range of different types of tasks and activities (e.g., oral, written and multimedia presentations; individual, pair and group work; brainstorms, buzz groups, role-plays and structured discussions; short and simple practice tasks; longer applied or integrated projects).
- Instructions for the task and evidence or output requirements should be clear, simple and unambiguous.
- Where appropriate, answers or guidelines for evidence should be given.
- Some tasks should be open-ended, allowing for a range of interpretations.
- Formatting of instructions (e.g., headings and numbering; spaces for answering) should be clear and consistent.

3.5   Readability and language

- Language, style and syntax should be clear and understandable (e.g., not too wordy or too dense; with appropriate sentence and paragraph length).
- Technical terms or complex vocabulary should be explained or defined where needed.
- Simple, clear and unambiguous instructions should be given.

3.6   Assessment

- Formative assessment activities are varied and useful, and are used to give feedback to learners.
- Formative assessment for feedback should be built into learning activities.
- Assessment opportunities should be built in at key points in the programme, without being overwhelming.
- Peer and self-assessment opportunities should be provided in addition to facilitator assessment.
- Programme-based assessment requirements should be clearly spelled out so that learners understand what is being assessed and how it is being assessed.
- The emphasis is on applied competence, and therefore learners produce a significant body of work.
- Guidance should be given on what to expect from the external assessment.

For further guidance on programme-based assessment and the external assessment, see Section D.

3.7   Presentation

- The layout and presentation of information should be user-friendly (e.g., readable fonts, adequate spacing, logical and consistent numbering and heading conventions, useable table of contents, etc.).
- Illustrations and graphics should be relevant, clearly captioned and logically placed.
- Information should be presented in a variety of ways (e.g., narrative texts, tables, graphs, organograms, etc.).
- Materials should be visually appealing, well organised, and easy to use and maintain.

4. **Exemplars**

An exemplar is a typical example or illustration of the types of tasks learners could do, the kinds of evidence required, and the expected levels of performance. Abstract descriptions and definitions of outcomes and criteria can become self-defeating: exemplars show concrete examples of the levels and skills expected at this level. They also open up the criteria by which a learner's work can be judged, and contribute to a common understanding of the 'standard' of competence at a level.

The exemplars given as support material generally illustrate integrated outcomes (i.e. the activities may involve several curriculum elements, such as reading, writing, visual literacy and study skills in relation to one text or related texts). These exemplars are designed primarily as teaching activities during a programme. This means that the tasks themselves do not represent the summative achievement level of learners at the end of the programme, although some of the evidence produced could be judged at a summative standard.

The exemplars have the following features:

4.1 **A workplace/occupational focus**

The exemplars have been developed for the most part from genuine occupational training texts. This is in support of the key aim of preparing learners to use English in their occupational training. The texts have been used as a basis for giving learners practice in accessing and processing this kind of information, and using English to help them deal with occupational learning and materials.

Some of the texts have been chosen from particular occupational contexts (e.g., Information Technology and vehicle manufacture). This does **not** mean that they can only be used with learners who are in that field. The texts use occupational content as the vehicle for practising language skills: the activities are not based on knowledge of that particular field (and neither do they assess occupational knowledge), but present the kind of layout, style, visual and language processing demands that learners may need to deal with through any type of content. Given that the Foundational Learning Programme supports cross-sector occupational training, texts and activities used in programmes could cover any of the occupational areas or generic workplace contexts.

The main aim of these occupationally-focused exemplars is to suggest to developers how to derive learning material for language application from adapted or non-adapted occupational training material or workplace texts.

4.2 **Social or general interest texts and activities**

The points made in 4.1 above do not mean to suggest that the Foundational Learning Programme should be made up entirely of workplace or occupational materials – these exemplars are given here mainly to emphasise the occupational preparation aim of the programme. It is important that any learning programme includes activities that tap into general, social or personal adult interests beyond the workplace, in order to stimulate interest and the wider application of language skills. Learners can use and produce texts from any contexts that interest them. Other resources such as music and film can also be integrated into learning activities.

4.3 Extension work

The exemplars in this Pack generally take the form of an integrated set of language tasks linked to one text or several short, related texts. While in this sense these exemplars are 'stand-alone' integrated tasks, the particular skills they address should be followed up, practised and incorporated into other activities. Each exemplar is followed by suggestions for extension work on this particular set of skills. In addition, materials developers and facilitators may well see other ways in which they can build on the exemplars themselves.

4.4 Audience

The exemplars contain an overview and notes for facilitators. The tasks and activities themselves are addressed directly to the learners, with scaffolding and vocabulary support where necessary to help them understand the instructions and carry out the activities. Each exemplar begins with an explanation to the learner of the purpose of the tasks. Where appropriate, assessment criteria with which learners can engage are given.

4.5 Assessment

These exemplars are designed mainly as learning activities rather than assessment tasks. However, they can be used for formative assessment purposes, either for feedback or for evaluating the learner's progress at any particular stage in the programme. Answers, assessment criteria or grading tools are given where appropriate, either in the body of the exemplar for learners to use or at the end for the facilitator to apply.

4.6 Format

The features given above are illustrated in the broad format through which the exemplars are presented. This is summarised below.

OVERVIEW OF THE EXEMPLAR   **This is addressed to the facilitator or materials developer.**   • **Purpose** of this exemplar: a description of the kind of text used, the focus of the learning activity and the skills addressed.   • **Outcomes** addressed: cross-reference to the elements and outcomes set out in the FC Framework.   • **Formative assessment options**: suggestions on when and how assessment can happen, and assessment criteria and grids where necessary.
THE EXEMPLAR   **This is addressed to the learner.**   A brief overview of the purpose and nature of the task is given. This is then followed by the relevant texts and questions, with instructions and guidelines on completing the task. Answers are given where appropriate for learners to use for self-assessment, or for the facilitator to use.
ADDITIONAL NOTES   **This is addressed to the facilitator or materials developer.**   Suggestions for extension work, or how guidelines for facilitators might be linked to this type of task.

There are five Task Exemplars currently available from the QCTO.

D.   Foundational Communication in English: Assessment Requirements

1.   PROGRAMME-BASED REQUIREMENTS

Programme-based assessment for Foundational Communication is based on two elements:
- ongoing, formative assessment built into activities, which could lead to a variety of outputs and products covering the range suggested in the FC Framework; and
- formal assessments that produce evidence of particular elements and outcomes in the FC Framework range.

It is expected that the provider will undertake a range of formal assessments for various purposes throughout the programme. Here we are concerned only with the **minimum specified formal assessment tasks**, covering three categories of skills to be formally assessed in relation to the elements and outcomes set out in the FC Framework. This work will be kept in a Portfolio of Evidence. The assessment grids given under each tasks are only examples of the types of approaches that can be used, providers are free to use other templates and approaches provided they are fit-for-purpose.

Task 1: Reading

Reading skills are assessed through a comprehension task on a text in the range of 600 to 800 words. Texts may be narrative, factual, persuasive or functional, and should include some visual literacy elements. At least 10 questions to be answered in formal written form should be set on the text.

Questions should cover the following range:

Range
Literal understanding Learners are asked to find and recognise straightforward meaning or information that is clearly given in the text.
Interpretive or analytical understanding Learners are asked to find and understand implied meaning or suggested information that is not explicitly stated in the text. They may be asked to recognise bias, or draw conclusions and express opinions on the text. They may be asked to recognise relationships in the text, such as comparing and contrasting. They may also be asked to interpret information given through visuals such as graphs or diagrams.
Application Learners are asked to use information that has been given, and apply it in a different way (e.g., presenting the information given in a narrative in a table; processing and re-formulating information given through graphic representations).
Structure Learners are asked to recognise ways in which the structure, organisation and formatting of a text have an impact on the reader (e.g., by helping or obscuring understanding).

Assessment criteria should be developed in relation to each question, in terms of how well the purpose of the question was dealt with by the learner. An example of a grid that could be adapted for specific questions is given below. Other approaches are to use marks for weighting different questions.

Learner achievement levels against assessment criteria	
Not achieved	Answer does not make sense, the question or text has not been understood, the answer is full of errors and misinterpretations.
Partially achieved	Answer shows some understanding of the text and/or question, but is missing the main point or is too full of errors.
Achieved	Answer is relevant to the purpose and content of the question, and uses reasonably accurate language to get across the meaning required.
Achieved with excellence	Answer shows ability to go beyond the minimum demands of the question while staying relevant to the question. Ideas are clearly expressed, and some originality or creativity is shown.

Task 2: Writing

Learners will be formally assessed on at least two pieces of extended writing in response to a specific assignment, instruction or topic. The two pieces of writing should differ from each other in form and purpose. Examples are:
- a narrative or descriptive piece of writing in response to a topic; and
- a formal piece of writing linked to an occupational or workplace topic. This should be writing that uses specific conventions, such as a report or formal letter, and includes some visual representations (e.g., diagrams, flow charts) according to instructions.

Assessment criteria will be developed specific to each topic. The following categories of criteria should be addressed.

Content	• Content is relevant to the topic. • Content shows awareness of purpose, audience and context. • Content avoids repetition.
Structure	• Appropriate formatting conventions are used (e.g., headings, numbering, spacing, etc.) if required by the task. • There is effective and appropriate use of paragraphing. • Clear opening and concluding paragraphs are given. • There is a logical sequence and flow of ideas; events, ideas or descriptions are clearly linked.
Language use	• Appropriate tone and register are used as required by the topic or task. • Some complex constructions are used. • Syntax (word order) is sufficiently controlled so that meaning is clear. • Minor errors of agreement, tense, articles, pronouns, prepositions, punctuation and spelling do not obscure meaning. • Appropriate linking words are used.
Vocabulary use	• Language shows awareness of purpose, audience and context. • Vocabulary use goes beyond simple repetition of common words. • Vocabulary is appropriate to the topic or task.
Process	• There is evidence of planning. • There is evidence of redrafting and correcting for improvement.

Task 3: Speaking and listening

The assessment of speaking and listening should be an ongoing activity accomplished through a variety of tasks (e.g., speeches, role-plays, discussions, presentations, etc.) and informal observation (e.g., group work, question and answer sessions, etc.).

General assessment criteria

A general grid for assessment of speaking and listening skills applied in various contexts and interactions is given below.

Criterion 1: **Literal comprehension**	Can understand the overall meaning of the interaction; can identify and select information given in a spoken text.
Criterion 2: **Interpretive comprehension**	Can pick up obvious examples of hidden messages, bias, implicit values and concealment of information.
Criterion 3: **Purpose and content**	Can understand or put across main ideas, information or feelings clearly so that the main purpose of the communication is achieved. The content is relevant to the speaking and listening interaction taking place.
Criterion 4: **Appropriacy**	Can use the appropriate tone, language and register for the situation and the participants, e.g., formal, informal, greetings and leave takings, use of polite forms or more casual terms, etc.
Criterion 5: **Fluency**	Can speak fairly easily on the whole; hesitations and pauses do not disturb the overall flow of meaning.
Criterion 6: **Conventions**	Can use appropriate patterns and routines of communication in context, e.g., telephone greetings, openings to formal speeches, etc.
Criterion 7: **Language**	Can use language structures and vocabulary to express meaning fairly clearly on the whole. Where errors of structure or grammar are made, they do not seriously interfere with clarity of meaning. Can recognise major errors in speech.
Criterion 8: **Process**	Can maintain and manage interactions, e.g., question and answer, turn taking, etc. Checks on own and others' understanding, and can recognise signals that show that communication is not taking place successfully. Can make an accurate judgment on how well or badly the communication went. Can use own language or request translation where necessary.
Criterion 9: **Voice**	Pronunciation is varied but does not seriously interfere with understanding. Stress, pace and volume are appropriate for the interaction.
Criterion 10: **Body language**	Can use hand signals, gestures and facial expressions appropriately.

Assessment of a specified task

One formal assessment of speaking and listening skills should be undertaken. Typically, this could be a speech or presentation of about five minutes on a given topic – in the context of the Foundational Communication, this should be on a workplace-related topic. For example, learners in a workplace could give a presentation on the mission and values of the company, or on the nature of the company and the products or services it offers, or on health and safety practices. An assessment grid specific to the task would be used.

In the context of these examples, the following kinds of guidelines could be given to learners.

- Gathering information on which to base the presentation (e.g., getting the mission and value statements; talking to people to find out their views on these; finding company descriptions of products, brochures or organograms; and getting information on health and safety procedures).
- Gathering or developing visual support material for their presentations (e.g., workplace-related posters or brochures, PowerPoint presentations, illustrative examples, or pictures of health and safety equipment).
- Planning and writing the presentation (e.g., including an introduction, structuring the different parts of the presentation, and coming to a concluding statement).

Portfolio of Evidence

Each learner will keep a Portfolio of Evidence containing the evidence of these three tasks, and his/her overall assessment record as compiled by the facilitator. These Portfolios of Evidence may be required for quality assurance purposes.

2. **EXTERNAL SUMMATIVE ASSESSMENT**

General Information

The Foundational National External Assessment is a national assessment offered in the two learning areas of Foundational Communication and Foundational Mathematical Literacy. Its purpose is to provide a quick and efficient assessment instruments to benchmark the broad competence level of an individual in the two Foundational Learning areas, in support of successful occupational training.

This national assessment has the following features:
- It is a machine scored, item-based multiple choice format assessment.
- It is available at regular intervals, with quick delivery of results.
- It is administered by an external Assessment Quality Partner appointed by the QCTO.
- Successful candidates are awarded a statement of results by the QCTO.

Success in the Foundational Learning Competence assessment in both learning areas is compulsory for final award of any occupational qualifications at NQF Levels 3 – 4. Candidates can enter the assessments before or during their occupational training. If successful in a learning area, they do not need to undertake a Foundational Learning programme in that area. If unsuccessful, they undertake the relevant learning programme and then re-take the relevant Foundational Learning Assessment.

3. **The National External Assessment for Foundational Communication**

The purpose of this assessment is to check whether a learner has sufficient competence and skills in the target language to engage successfully with formal occupational training through the medium of English at NQF Levels 3 − 4. (It is currently optional for NQF Level 2.)

The assessment is based on the Foundational Learning Competence Communication Curriculum Framework, within the limitations imposed by this format (i.e., there is no assessment of speaking and listening skills, and production of extended writing). In a test of this nature, the main focus areas are:
- the application of reading and interpretive skills, in terms of accessing, processing and using information presented in different ways; and
- recognition of writing and grammatical strategies and conventions.

The sampled outcomes, derived from the Foundational Communication framework, include assessment of the learner's ability to:
- identify main points
- recognise supporting ideas and detail
- make inferences
- track connections between ideas
- understand structure and organisation of texts
- understand information presented in a variety of visual forms
- recognise different purposes and text types
- understand language conventions and forms
- demonstrate knowledge of writing conventions
- demonstrate knowledge of grammar and syntax

The assessment takes into account (i) the spread of outcomes; and (ii) cognitive levels of difficulty, according to the following formula:

Elementary	20%
Intermediate	60%
Advanced	20%

The assessment is structured as follows:

Section	Content	Number of items
A	Extended reading text, maximum 600 words	25
B	Short texts, paragraphs or single sentences	20
C	Visual literacy tasks (e.g., flow charts, graphs, diagrams, advertisements, tables lists)	15
		Total of 60 items
		50% Pass Mark for Competence

Providers should advise learners who are below ABET Level 3 in English language competence that they are unlikely to be able to deal with the language and literacy demands of the test.

Learners in programmes should be prepared for the assessment through:
- Familiarisation with the format and instructions of the paper.
- Practice in reading and understanding multiple choice questions, in terms of what these are assessing and how to 'think through' the options given.
- Practice in using time efficiently in order to complete the paper.

The Foundational National External Assessment is administered by an Assessment Quality Partner appointed by the QCTO.