



**Subject: OCR CERTIFICATE IN BUSINESS LANGUAGE
COMPETENCE**

Levels available: **National Qualifications Framework Levels 1 and 2**

Subject Leader: Mrs C Penfold and Mrs V Turner

Course Information:

*** What do I need to know or be able to do before choosing this subject?**

This course is for Year 12 and 13 students who enjoyed their language studies at GCSE and would like to continue developing their language skills in a business related context.

Statement Level:

These qualifications have been designed to assess skills at Entry Level, Levels 1, 2 and 3 of the National Qualifications Framework.

Levels 1, 2 and 3 can be directly compared with the National Language Standards at Levels 1, 2 and 3 as well as GNVQ levels.

	General Qualifications	Vocationally related Qualifications	Occupational Qualifications
Level 3	AS/A Level	OCT Level 3 CBLC	GNVQ Level 3
Level 2	GCSE Grades A*-C	OCR Level 2 CBLC	GNVQ Level 2
Level 1	GCSE Grades D-G	OCT Level 1 CBLC	GNVQ Level 1
Entry Level		Entry Level Certificates	

The Units:

Level 2	Level 3
Unit 1: Listening	Unit 1: Listening
Unit 2: Reading	Unit 2: Reading
Unit 3: Doing Business by telephone	Unit 3: Doing Business by telephone
Unit 4: Conversing formally	Unit 4: Delivering Presentation
Unit 5: Writing	Unit 5: Writing

Commitment:

Four lessons over the fortnight, plus homework and private study.

What does the course consist of and how will it be assessed?

The course is validated by OCR board examiners in May. Units assessed are:

<p>05.2 To understand and express simple opinions.</p> <ul style="list-style-type: none"> • Speaking, Listening and Learning: Working with children in KS 1 and 2 Objective 26: to follow up others' points and show whether they agree or disagree in a whole class discussion. 	<ul style="list-style-type: none"> • Give a physical response to show understanding of an opinion, eg thumbs down for dislikes and thumbs up for likes. • Express simple opinions when using familiar vocabulary, talking about food, animals, places. 		<p>Use a physical response, eg relate new language to a direct physical action.</p>
<p>05.3 To listen attentively and understand more complex phrases and sentences.</p> <ul style="list-style-type: none"> • Understand the main points from speech which includes unfamiliar language. • Speaking, listening and learning: working with children in KS 1 and 2 Objective 22 to listen to a talk by an adult, remember some specific points and identify what they have learned. • NC English Objective 2a: to identify the gist of an account or key points in a discussion. 	<ul style="list-style-type: none"> • Repeat new phrases and sentences with clarity and accuracy, focusing on correct pronunciation and intonation. • Respond to a dictation by drawing, miming or acting out what they hear. • Identify a picture by its description. Listen to a story and identify a picture when they hear a description of it in the story, eg the big, red monster ate the cake noisily. • Answer more open-ended questions, as well as questions requiring yes/no answers. • Listen to a new short story or piece of non-fiction text. • Identify the type of passage being heard, eg a conversation, an advert, a news bulletin, a list of instructions. • Listen to longer passages of familiar language and identify specific details, eg name, place, quantity, cost. 	<p>Develop accuracy in pronunciation and intonation</p> <p>Recognise different types of language</p>	<p>Look for visual clues, eg look at a picture and make sensible guesses in order to identify it by its description.</p> <p>Listen for clues in what they hear, eg pay attention to the tone of voice and any background noises.</p>
<p>05.4 To prepare a short presentation on a familiar topic.</p> <ul style="list-style-type: none"> • Develop and consolidate memorisation skills. • Remember, retain and recall words and phrases. • NC History Objective 5c: to communicate their knowledge and understanding of history in a variety of ways. • NC ICT Objective 3a: how to share and exchange information in a variety of forms, including e-mail for example, displays, posters, animations, musical compositions. 	<ul style="list-style-type: none"> • Memorise and recite a selection of short, spoken texts, eg a short poem, a set of instructions, a song, a shopping list, a description. • Identify changes in short spoken texts: the teacher reads out a sequence of words known by the children, who identify from memory what has changed, eg "Ten green bottles hanging on a wall". 		<p>Remember difficult sounds or words, eg try to hold difficult phonemes or words in their heads and repeat them silently.</p>