

# Applied Learning (Vocational English)

## Curriculum Framework

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## **Curriculum Framework**

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## **1. Curriculum Rationale**

Applied Learning (Vocational English) (ApL(VocE)) is designed to enhance the learning opportunities of students with diverse learning needs, particularly those who will benefit from a strong practical orientation in English language learning. Through ApL(VocE), students can advance their English communication skills and career-related competencies in simulated applied learning contexts related to work and social situations.

In addition to English Language, students with an interest and aptitude for vocational and professional education could consider taking ApL(VocE) as an elective subject at the senior secondary level to prepare themselves for further studies or career pursuits.

## **2. Curriculum Aims**

ApL(VocE) aims to:

- develop students' English proficiency and generic skills through practice in simulated or near authentic vocational contexts and application;
- enhance students' awareness of the role of English in authentic work environments;
- develop students' career-related competencies, foundation skills (notably communication skills), thinking skills and people skills as well as to nurture their positive values and attitudes as in Applied Learning (ApL) curriculum pillars through application and practice; and
- enable students to lay a good English foundation for further studies or work.

## **3. Curriculum Framework**

The curriculum framework for ApL(VocE) is the overall structure for organising learning, teaching and assessment for the subject. The framework comprises the following components:

### **3.1 Learning Targets**

The learning targets set out what students are expected to accomplish in ApL(VocE). They can be achieved through a wide variety of purposeful learning, teaching and assessment tasks that help students develop:

- an adequate understanding of how English is used in vocational contexts;
- an ability to use English appropriately in various vocational contexts;
- language development strategies and the habit of self-directed language learning to facilitate lifelong learning; and
- generic skills and positive values and attitudes.

### **3.2 Learning Objectives**

The learning objectives describe explicitly the essential focuses of learning and what students are expected to learn and use in ApL(VocE). They include text types, grammar and vocabulary typically found and used in vocational contexts. The learning objectives also specify the communicative functions to achieve through the integrative use of language skills. For details, please refer to Appendix 1.

### **3.3 Modules**

ApL(VocE) is composed of two parts: ApL(VocE) (A) and ApL(VocE) (B), which are pegged at Level 2 and Level 3 of the Qualifications Framework (QF) respectively. The first part consists of two modules: Listening and Speaking (QF Level 2) and Reading and Writing (QF Level 2), focusing on English for general vocational contexts. The second part consists of two modules: Listening and Speaking (QF Level 3) and Reading and Writing (QF Level 3), with specific fields or work sectors as the learning contexts to facilitate a more in-depth understanding of language use in the selected areas of work. Modules in ApL(VocE) (B) build on those in ApL(VocE) (A) and provide a consistent extension to the levels of skills and knowledge developed at the previous level.

### **3.4 Learning Outcomes**

The learning outcomes describe what students are able to demonstrate upon completion of an individual module and the entire course of ApL(VocE).

Upon completion of ApL(VocE), students should be able to:

- cope with the demands of communication in English in general work contexts and specific fields/work sectors with some confidence; and
- comprehend spoken and written texts, participate in oral interactions and produce written correspondence with reasonable clarity and appropriacy in a wide range of largely familiar contexts

For details of ApL(VocE) Qualifications Framework Attainment Descriptors, please refer to Appendix 2.

## **4. Curriculum Planning, Implementation and Assessment**

### **4.1 Duration and Learning Time**

- ApL(VocE) can be run from Secondary 4 to Secondary 5 or from Secondary 5 to Secondary 6, subject to students' readiness and needs, e.g. their previous learning experience in English Language. In principle, students should complete all the modules at the senior secondary level step by step.
- The recommended lesson time of ApL(VocE) is 180 hours plus additional self-study hours of 90 hours. The total learning time is 270 hours.

### **4.2 Weighting of Modules**

Lesson time allocated and learning content relevant to the QF Level 3 must take up at least 51% of ApL(VocE), i.e. exceeding the total lesson time allocated and learning content relevant to the QF Level 2. For example, while the total lesson time of ApL(VocE) is 180 contact hours, the lesson time allocated for learning content relevant to the QF Level 3 can be 100 contact hours, which is about 56% of the total lesson time (see table on the next page for illustration).

		<b>Recommended Contact Hours</b>	<b>Recommended Self-study Hours</b>
ApL(VocE) (A)	<u>Module 1</u> Listening and Speaking (QF Level 2)	40	20
	<u>Module 2</u> Reading and Writing (QF Level 2)	40	20
ApL(VocE) (B)	<u>Module 3</u> Listening and Speaking (QF Level 3)	50	20
	<u>Module 4</u> Reading and Writing (QF Level 3)	50	30
<b>Sub-total</b>		180	90
<b>Total learning time for ApL(VocE): 270 hours</b>			

### 4.3 Learning, Teaching and Assessment

A wide variety of learning, teaching and assessment tasks can be designed to help students achieve the learning objectives and progress towards the learning targets of the ApL(VocE) curriculum. The following are essential considerations for the design of tasks and assessment:

- A task-based approach that provides opportunities for purposeful and integrative use of the language in vocational contexts should be adopted.
- Classroom learning and teaching should be accompanied by opportunities for self-learning and life-wide learning (e.g. learning on an e-learning platform, fieldwork and visits to extend students' learning and enhance their awareness of language use in authentic work environments).
- Diversified formative and summative assessments (e.g. group discussion, role play, interview, survey, project, portfolio, test and examination) are encouraged.
- Assessment tasks that assess a wide range of students' learning outcomes (e.g. reflecting the achievement of learning targets and objectives, demonstrating the ability to transfer the skills acquired to various vocational contexts) are encouraged, with due consideration given to the design of the assessment framework to allow a diversity of assessment modes appropriate to the subject nature.
- Consolidation tasks and related learning support can be provided throughout the Course to give students the best chance of progressing to the next level.

## 5. Recognition

### 5.1 Hong Kong Diploma of Secondary Education (HKDSE)

- ApL(VocE) is an elective subject in the senior secondary curriculum. The assessment results of ApL(VocE) are reported in three levels: “Attained”, “Attained with Distinction (I)” and “Attained with Distinction (II)” in the HKDSE. The result in ApL(VocE) is not equivalent to any level in the HKDSE English Language Examination, nor can it be used as an alternative qualification for English Language.
- Students’ performance will be assessed by individual Course Providers (CPs) based on defined standards. The standard for the level of “Attained” will be initially determined by the CPs concerned and then moderated by the Hong Kong Examinations and Assessment Authority (HKEAA) with reference to the subject’s performance descriptors. The award for the distinction levels (i.e. “Attained with Distinction (I)” and “Attained with Distinction (II)”) is determined with reference to relevant candidates’ performance in the four core subjects in the HKDSE.
- A statement indicating that individual ApL subjects are pegged at the QF levels will be included in the “Explanatory Notes on Examination Results” for the HKDSE.

### 5.2 Qualifications Framework (QF)

- **Terminal award:** Students will obtain the award of Applied Learning (Vocational English) – [Subject Title] (QF Level 3) upon completion of the Course and meeting the overall assessment and attendance requirements of ApL(VocE).
- **Intermediate exit awards:** Students who fail to fulfil the assessment and/or attendance requirements of the Course may be granted award(s) for the module(s) concerned if they fulfil the assessment requirements of the respective module(s).

## **Applied Learning (Vocational English) Learning Objectives**

### **ApL(VocE) (A)**

#### **Module 1 - Listening and Speaking (QF Level 2)**

- Participate in short oral interactions relating to a specified range of familiar work and social contexts (e.g. a short conversation on customers' orders, a short one-to-one chat about weekend vacation plans)
- Understand predictable information, ideas and related explanations in short oral interactions relating to a specified range of familiar, routine contexts, and make appropriate responses (e.g. handling an enquiry about business hours)
- Establish and maintain conversations using simple language and appropriate register, including non-verbal signals (e.g. greeting a customer using formulaic expressions)

#### **Module 2 - Reading and Writing (QF Level 2)**

- Understand and produce short written correspondence relating to a specified range of familiar, routine work and social contexts (e.g. handling a short enquiry email)
- Comprehend straightforward information, ideas and related explanations in written texts, and make appropriate responses (e.g. handling an order of a product)
- Understand the features of a specified range of text types commonly found in workplace (e.g. memos, charts, letters) and handle written correspondence using appropriate text structure, format, language and register

### **ApL(VocE) (B)**

#### **Module 3 - Listening and Speaking (QF Level 3)**

- Participate in oral interactions of increasing length relating to specific fields/work sectors (e.g. an interview about flight services) and a wide range of largely familiar work and social contexts
- Understand predictable information, ideas, related explanations, discussion/argument and evaluation in oral interactions, and make appropriate responses (e.g. a question-and-answer session on new catering arrangements)
- Establish and maintain conversations using increasingly complex language and some variations in register (e.g. a one-to-one chat about changing jobs)

#### **Module 4 - Reading and Writing (QF Level 3)**

- Understand and produce written correspondence of increasing length relating to specific fields/work sectors (e.g. writing a reply to a letter of complaint about the poor quality of a product) and a wide range of largely familiar work and social contexts
- Comprehend information, ideas and related explanations, discussion/argument and evaluation in written texts, and make appropriate responses (e.g. compiling data and drafting a report)
- Understand the features of a wider range of text types commonly found in workplace (e.g. writing a promotional leaflet based on the information collected) and handle written correspondence using appropriate increasingly complex text structure, format, language and register

**Applied Learning (Vocational English)  
Qualifications Framework Attainment Descriptors**

**ApL(VocE) (A)**

<p><b>Module 1 - Listening and Speaking (QF Level 2)</b></p>	<p>Upon completion of the module, students should be able to:</p> <p><b>Listening</b></p> <ul style="list-style-type: none"><li>• understand predictable spoken information, ideas, related explanations, discussion/arguments and evaluation (e.g. weather reports)</li><li>• identify the main ideas and locate/extract specific information/ideas in short and simple spoken texts (e.g. announcements, instructions, directions, telephone messages)</li></ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• present straightforward information/ideas quite clearly in a specified range of familiar, routine contexts orally (e.g. a simple announcement about a new service, a short introduction of a packaged tour to a customer)</li><li>• Use simple presentation skills to engage listeners and present simple, familiar ideas and content (e.g. non-verbal signals, physical demonstration of the use of a device)</li></ul> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"><li>• interact in simple conversations/discussion on familiar and routine matters in general work and social contexts</li><li>• develop an oral interaction through appropriate responses and contributions</li><li>• handle predictable spoken information, ideas and related explanations, and produce responses that demonstrate some understanding of the conversation/discussion flow</li></ul>
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<p><b>Module 2 - Reading and Writing (QF Level 2)</b></p>	<p>Upon completion of the module, students should be able to:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>• read and understand short, simple written texts related to a specified range of familiar, routine work and social contexts (e.g. reading an agenda for a meeting)</li><li>• comprehend predictable written information, ideas, related explanations, discussion/arguments and evaluation</li><li>• identify the main ideas and locate/extract specific information in short written texts (e.g. notices, timetables)</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• present straightforward information, ideas, related explanations, discussion/arguments and evaluation in written form on subjects relating to a specified range of familiar, routine contexts (e.g. providing simple explanations for a new security policy in a notice)</li><li>• provide appropriate information/ideas with a clear purpose and message in short written correspondence, and show some awareness of overall organisation of the written text</li><li>• produce, with reasonable clarity and conciseness, short written texts using commonly-used vocabulary and simple grammatical structures, and appropriate registers and formats (e.g. resumes, notices)</li></ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"><li>• understand predictable information, ideas and related explanations in written correspondence relating to a specified range of familiar, routine contexts, and produce short written responses that are appropriate to the purpose and message</li><li>• understand the writer, context and subject of the incoming correspondence and adopt an appropriate format and tone in the written response</li><li>• produce, with reasonable clarity and conciseness, short and appropriately structured written responses to incoming correspondence using commonly-used vocabulary and simple grammatical structures</li></ul>
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**ApL(VocE) (B)**

<p><b>Module 3 - Listening and Speaking (QF Level 3)</b></p>	<p>Upon completion of the module, students should be able to:</p> <p><b>Listening</b></p> <ul style="list-style-type: none"><li>• understand predictable and unpredictable spoken information, ideas, related explanations, discussion/arguments and evaluation, relating to specific fields/work sectors and a wide range of largely familiar contexts (e.g. a briefing on providing general medical care to the elderly people)</li><li>• identify the main ideas and locate/extract specific information in increasingly complex spoken texts (e.g. interviews, news reports, speeches, presentations)</li></ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• orally present information/ideas, related explanations, discussion/argument and evaluation, relating to specific fields/work sectors and a wide range of largely familiar contexts clearly and coherently, (e.g. a presentation promoting a new product)</li><li>• Use a wider range of presentation skills to engage listeners and present simple, familiar ideas and content (e.g. articulation, intonation, stress and rhythm)</li></ul> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"><li>• interact in conversations/discussion on familiar and routine matters in general work contexts and specific fields/work sectors</li><li>• develop an oral interaction through appropriate responses and contributions</li><li>• handle predictable and unpredictable spoken information, ideas, related explanations, discussion/arguments and evaluation, and produce responses that demonstrate understanding of the conversation/discussion flow</li></ul>
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<p><b>Module 4 - Reading and Writing (QF Level 3)</b></p>	<p>Upon completion of the module, students should be able to:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>• read and understand increasingly complex written texts related to specific fields/work sectors and a wide range of largely familiar contexts (e.g. reading a briefing document for an event)</li><li>• comprehend predictable and unpredictable written information, ideas, related explanations, discussion/arguments and evaluation</li><li>• identify the main ideas and locate/extract specific information in written texts of increasing length (e.g. proposals, press releases)</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• present information, ideas, related explanations, discussion/arguments and evaluation in written form on subjects relating to the selected fields/work sectors and a wide range of largely familiar contexts (e.g. making suggestions on design work)</li><li>• give appropriate information/ideas with a clear purpose and message in written texts of increasing length, and show an awareness of overall organisation of the written texts</li><li>• produce, with reasonable clarity and conciseness, written texts of increasing length using a wider range of vocabulary and increasingly complex grammatical structures, and appropriate registers and formats (e.g. polite tone for written responses to customer complaints, short manuals with diagrams)</li></ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"><li>• understand predictable information, ideas and related explanations, discussion/argument and evaluation in written correspondence relating to specific fields/work sectors and a wide range of familiar contexts, and produce short written responses that are appropriate to the purpose and message</li><li>• understand the writer, context and subject of the incoming correspondence and adopt an appropriate format and tone in the written response</li><li>• produce, with reasonable clarity and conciseness, appropriately structured written responses of increasing length to incoming correspondence using a wider range of vocabulary and increasingly complex grammatical structures</li></ul>
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