



CERTIFICATE OF COMPLETION

This is to certify that

Denis Coccodi

has completed his study in

General English

(CRICOS 084966F).

Level	Advanced
Grade	B
Course attendance dates	01/12/14 to 23/01/15
Course length	6 weeks

Authorizing Officer: Kyle Smith, Academic Manager

Signature: _____

Date: January 22, 2015

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LEARNING OUTCOMES GENERAL ENGLISH – ADVANCED				
Grade	Reading	Listening	Writing	Speaking
A	Can understand to a wide range of long, complex texts, including highly-colloquial literary texts, with little or no difficulty.	Can understand even fast, native-like speech with little or no difficulty.	Can write consistently clear, coherent and cohesive texts at a native-like level which have a very positive effect on the reader.	Can produce consistently clear, coherent and cohesive spoken discourse at a native-like level which has a very positive effect on the listener. An accent may still be present but has no effect on intelligibility.
B	Can understand with ease lengthy, complex authentic texts on a wide range of topics with independence and fluency. Idomatic or low-frequency language may be unfamiliar but does not cause difficulty.	Can understand with ease lengthy stretches of speech in a range of accents on a wide range of topics, but still has difficulty with fast speech rates, strong regional accents and idomatic or low-frequency language.	Can write with ease clear, well-structured texts on a wide range of topics in a range of genres with a range of idomatic and low-frequency vocabulary, grammar and cohesive devices. Errors of spelling, punctuation, vocabulary and grammar do not impede communication and error-free sentences dominate.	Can speak with ease coherently and at some length on a wide range of topics using low-frequency vocabulary, grammar and cohesive devices to good effect. Errors of vocabulary and grammar are generally not noticeable and error-free sentences are frequent. Can control most segmental features and use some non-segmental features to good effect.
C	Can understand lengthy, complex authentic texts on a wide range of topics with independence and fluency. Idomatic or low-frequency language may be unfamiliar but does not cause difficulty.	Can understand lengthy stretches of speech in a range of accents on a wide range of topics; but still has difficulty with fast speech rates, strong regional accents and idomatic or low-frequency language.	Can write clear, well-structured texts on a wide range of topics in a range of genres with a range of idomatic and low-frequency vocabulary, grammar and cohesive devices. Errors of spelling, punctuation, vocabulary and grammar do not impede communication and error-free sentences dominate.	Can speak coherently and at some length on a wide range of topics using low-frequency vocabulary, grammar and cohesive devices to good effect. Errors of vocabulary and grammar are generally not noticeable and error-free sentences are frequent. Can control most segmental features and use some non-segmental features to good effect.
D	Can understand more lengthy, complex authentic texts on a range of topics with some independence and fluency but still has difficulty with idomatic or low-frequency language.	Can understand longer stretches of speech in a limited range of accents on a range of topics but still has difficulty with faster speech rates, less familiar accents and idomatic or low-frequency language.	Can write clear, generally coherent texts on a range of topics in several different genres with some idomatic or low-frequency vocabulary, grammar and cohesive devices. Errors of spelling, punctuation, vocabulary and grammar generally do not impede communication and there is a number of error-free sentences.	Can produce generally coherent stretches of speech on a range of topics using a mix of high frequency and some low-frequency vocabulary, grammar and cohesive devices. Errors of vocabulary and grammar do not impede communication and there is a number of error-free phrases and sentences. Can easily be understood and can control a range of segmental and non-segmental features.
E	Can understand the main ideas and some finer points of authentic texts on fairly familiar topics, providing there is minimal idomatic or low-frequency language. OR Has not completed enough tasks for adequate assessment.	Can understand the main ideas and some finer points of fairly standard speech on fairly familiar topics, providing the vocabulary and grammar is mostly high frequency. OR Has not completed enough tasks for adequate assessment.	Can write generally clear texts with overall coherence on familiar topics in a limited range of genres and possibly some low-frequency vocabulary, grammar and cohesive devices. Errors of spelling, punctuation, vocabulary and grammar generally do not impede communication and there are some error-free phrases and clauses. OR Has not completed enough tasks for adequate assessment.	Can produce longer utterances on familiar topics using high frequency and possibly some low-frequency vocabulary, grammar and cohesive devices. Errors of vocabulary and grammar generally do not impede communication and there are some error-free phrases and sentences. Can easily be understood and is developing control of a range of segmental and non-segmental features. OR Has not completed enough tasks for adequate assessment.

Adapted from the illustrative scales of the Common European Framework of Reference for Languages: Learning, teaching, assessment (http://www.coe.int/t/dq4/education/elp/elp-reg/Source/Key_reference/CEFR_EN.pdf)