

## Annex 2: Examples of cultural and world knowledge (levels A & B)

Hurtado Albir, Amparo & Rodríguez-Inés, Patricia. "6. Annexes of examples". In Hurtado Albir, Amparo & Rodríguez-Inés, Patricia (2023) *Third NACT proposal*.

<b>EXAMPLES OF CULTURAL AND WORLD KNOWLEDGE</b>
<b>TRANSLATION LEVEL B2</b>
[Same as B1]
<b>TRANSLATION LEVEL B1</b>
<p>Basic knowledge of the foreign culture (comparable to secondary education level in the culture in question) in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Environment. E.g. geographical features, cities, climate, flora and fauna.</li> <li>▪ Cultural heritage. E.g. historical events, religious beliefs, monuments, buildings, celebrations and traditions, art and literature, popular culture, gastronomy, clothing.</li> <li>▪ Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.</li> <li>▪ Models of behaviour, values and ideas. E.g. individualism vs. collectivism; management of emotions, time and space; social and gender equality vs. inequality; empathy with other social groups; gestures.</li> </ul> <p>Advanced knowledge of one's own culture in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Environment. E.g. geographical features, cities, climate, flora and fauna.</li> <li>▪ Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature.</li> <li>▪ Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.</li> <li>▪ Models of behaviour, values and ideas. E.g. individualism vs. collectivism; management of emotions, time and space; social and gender equality vs. inequality; empathy with other social groups.</li> </ul> <p>Advanced universal world knowledge in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Environment. E.g. geographical features, cities, climate, flora and fauna.</li> <li>▪ Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature.</li> <li>▪ Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.</li> </ul> <p>Basic knowledge of at least one of the following specialized areas: legal and administrative; economic and financial; scientific; technical; humanistic.</p>
<b>TRANSLATION LEVEL A2</b>
[Same as A1]
<b>TRANSLATION LEVEL A1</b>
<p>Basic knowledge of the foreign culture (closely linked to everyday experiences) in the following areas:</p>

- Environment. E.g. geographical features, cities, climate, flora and fauna.
- Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions.
- Social organization. E.g. customs; political system, legal system, education system, etc.; units of measurement.

Basic knowledge of one's own culture (comparable to secondary education level) in the following areas:

- Environment. E.g. geographical features, cities, climate, flora and fauna.
- Cultural heritage. E.g. historical events, religious beliefs, monuments, buildings, celebrations and traditions, art and literature, popular culture, gastronomy, clothing.
- Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.
- Models of behaviour, values and ideas. E.g. individualism vs. collectivism; management of emotions, time and space; social and gender equality vs. inequality; empathy with other social groups; gestures.

Basic universal world knowledge (comparable to secondary education level) in the following areas:

- Environment. E.g. geographical features, cities, climate, flora and fauna.
- Cultural heritage. E.g. historical events, religious beliefs, monuments, celebrations and traditions, art and literature.
- Social organization. E.g. customs; political system, legal system, education system, etc.; territorial organization; units of measurement.