

Scottish Certificate of Education

**Standard Grade Revised Arrangements in
Social and Vocational Skills**

At Foundation, General and Credit Levels in and after 1989

1987

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Introduction

The current syllabus and assessment arrangements for Social and Vocational Skills on the Standard Grade of the Scottish Certificate of Education were issued in January 1984, following consultation of interested bodies on proposals produced by a Joint Working Party of nominees of the Scottish Examination Board and the Consultative Committee on the Curriculum.

In response to a substantial number of representations from teachers that the Standard Grade assessment arrangements were unduly onerous, the Scottish Education Department published a report by the Standard Grade Review of Assessment Group (SGROAG): "Assessment in Standard Grade Courses: Proposals for Simplification". A Short Life Working Group (SLWG) was established in each Standard Grade subject to revise the assessment arrangements in line with the SGROAG recommendations. The Report of the SLWG on Social and Vocational Skills was issued for comment in April 1987. The views submitted by interested bodies are gratefully acknowledged.

In preparing the Revised Arrangements, the Social and Vocational Skills Panel, with the assistance of the SLWG, has taken account of observations received and has amended the proposals as appropriate.

Standard Grade examinations in Social and Vocational Skills at Foundation, General and Credit Levels will be offered in and after 1989 on the basis of the Revised Arrangements detailed below.

1 Rationale

In recent years there has developed a growing body of opinion that, if pupils are to be adequately prepared for life in society, educationists have to take a broader view than hitherto. It is no longer felt by many teachers that a school curriculum which is composed almost entirely of discrete traditional subjects can meet the needs of pupils, especially in the years just before the end of compulsory education. These are years of intensive social and personal development, during which young people have to take very important decisions about their future. What is more, that future holds a great deal of uncertainty and presents many problems. Pupils and schools are faced with a challenge of continuing high levels of unemployment, rapid technological and cultural change, and increasing pressure on democratic values.

Responses to these pressures and changing circumstances have included the launching of the Education for the Industrial Society Project, the development of the Council of Europe "Preparation for Life" Project, and the Standard Grade Development Programme itself. At the same time increasing importance has been attached to the case of courses in social and life skills.

In addition, doubtless because of reduced employment opportunities, the concept of vocational preparation is being given renewed prominence. This idea lays great store on helping young people to acquire those skills which will help them to optimise their employability. Key characteristics of these courses are that they are developmental, experiential, integrative and participative. This means that emphasis is placed on the development of general competencies in conjunction with the fostering of attitudes which affect their development and use; the learning context is based on direct practical experience but is also sufficiently open-ended to allow for outcomes not originally planned and which stem from the experience itself. The integrative approach is based on the totality of a young person's experience; the intention is to simulate the interdependence of the many facets of adult life. Finally, if the objectives of development, experiences and integration are to be achieved, they will depend on the full participation of pupils in planning, running and evaluating courses of vocational preparation.

While it is true that human values, personal relations, community service and preparation for working life are accepted as important, they nevertheless remain peripheral to the main life of the school. Because they are not examined, they are not thought important. The course in Social and Vocational Skills seeks to draw together these strands into a coherent course which identifies and develops the range of life and social skills necessary for pupils to make their way in society, while the vocational intent is to foster those skills and attributes which will make a pupil more readily employable. At one and the same time the course is firmly rooted in practical work and the realities of economic survival, yet ascends to touch our humanity at higher levels - self assurance, ability to collaborate, caring for others.

Social and Vocational Skills should not be thought of as a distinct subject, but rather as a course or a curricular approach. As such it does not readily find a place in a conventional school curriculum based on a structure of independent subject departments. Moreover it is not considered feasible for any existing subject in the curriculum within the subject boundaries to embrace all the aims of Social and Vocational Skills. The solution to both these problems has been sought in the adoption of a multi-disciplinary approach. This approach enables teachers more readily to stand aside from the basic tenets of their subjects, and see their contribution to the course from the perspective of the needs of the pupils and how they, as teachers, might meet these needs by drawing on their personal skills, interests and attitudes as well as their subject expertise.

Using teachers regardless of subject discipline has the advantage that very many teachers are available to implement the course. Involvement of staff from practical subjects such as Art and Design, Business Studies, Home Economics and Technical Subjects brings the advantage of readily applicable subject expertise, and eases access to useful specialised facilities and resources. For these reasons many schools use a combination of teachers from practical subjects and from other disciplines.

Experience also clearly demonstrates that the planning, organisation, resourcing and implementing of the course requires to be managed by a designated member of staff. The tasks of this coordinator include providing team leadership and ensuring that the needs of the course are met within the priorities and organisation of the school. Such responsibilities are most readily carried out by a promoted member of staff.

2 Aims of the Course

The aims of the course are:

to develop practical, social and vocational skills necessary to adult life; these include competence in the management of time, money and other resources, and of basic equipment and machines; also required is achievement of competence in communication skills and interpersonal skills, particularly relating to family and home, work, self-employment and leisure; in the process of developing these skills, relevant knowledge should also be acquired;

to provide pupils with opportunities to apply their knowledge and skills in a variety of relevant social and vocational circumstances, personal life, the family, the wider community, the world of work and leisure; this enables schools to recognise the processes and effects of a constantly and rapidly changing world and helps pupils to prepare themselves for leaving school and entering further education, employment and training or whatever other prospect the future holds;

to develop an awareness of the needs of others in the community by recognising that different sections of the community have their own needs and by knowledge of the agencies which exist to help meet these needs; pupils should come to appreciate the extent to which they themselves have a contribution to make in helping other people in the community;

to enhance personal qualities such as self-awareness, self-respect, confidence and initiative, so that pupils develop their abilities in respect of self-assessment and self-evaluation, making reasoned judgements and drawing reasoned conclusions, and coping with day-to-day situations;

to foster a positive attitude to cooperation and teamwork, whereby pupils accept the need for appropriate behaviour in different situations; this requires a pupil to accept that individual interests and preferences can come second to the demands of the group.

3 The Course Plan

3.1 Introduction

Although all courses in Social and Vocational Skills should encompass the aims described in Section 2, there is no stereotype for a course. Individual teachers and pupils in different schools will place varying emphasis on different aspects. Some see the need for a fair amount of factual information - about citizens' rights, obtaining employment, etc; others attach more importance to practical skills, for example, in the production of artefacts. Some emphasise the role of interpersonal skills, and of attitudes and more general personal attributes such as self-respect and initiative; others concentrate more on "coping" skills such as reading timetables and maps, using telephones, form-filling, etc. The imagination of both teachers and pupils should contribute to construction and development of the learning programme.

How then is a course in Social and Vocational Skills to be constructed? How can a limitation be placed on the boundaries of the course? How can decisions be made on what the course content is to be and what learning contexts are important? How can this be reconciled with a national system of assessment and certification? These, and other issues, are considered in this section and in the following parts of the guidelines.

A course in Social and Vocational Skills is best described in terms of themes together with sets of pupil experiences and activities. The themes set boundaries on the course content, while the pupil experiences provide the appropriate learning contexts, within which the desired activities take place.

It is not considered appropriate to provide a different syllabus for each Level: there will be a single syllabus, with the final award based on the standard of performance achieved on the course. All pupils in a school will therefore follow courses which have the same essential characteristics, but some will demonstrate an ability to perform tasks at a greater level of complexity. The aims of the course will be best fulfilled by teaching pupils in groups covering all abilities, rather than grouped separately according to ability.

3.2 Themes

Home, Work and Community are seen as the three central themes in a Social and Vocational Skills course. They focus attention on the broad fields of study which are appropriate to the course aims and while they do not, of themselves, prescribe course content or format, they assist in the planning and organisation of courses by reducing to manageable proportions the content area which is for consideration and by helping to structure the content. The themes are not independent of one another and may, to a greater or lesser degree, overlap and interrelate depending on the emphasis placed on each theme in different schools. In all courses, however, the themes of Home, Work and Community must be in evidence. It is considered that these themes, given flexible interpretation, provide ample scope for teachers to develop the courses best suited to the needs of their pupils.

More detail on each theme is given below. The detail is not prescriptive, but is intended to suggest the possible topics which teachers might wish to cover. There is obvious scope for the participation of pupils in the process of selecting and developing topics and this is one way in which the idea of the "negotiated curriculum" can be realised. The suggestions given are representative of work done in schools.

3 2 1 Home

All pupils live in a home of one kind or another; some, even while they are at school, have a fair measure of responsibility for looking after themselves and others; most, if not all, pupils will have to assume these responsibilities perhaps within a very short time of leaving school. The relevance and immediacy of this theme should be a powerful motivating influence.

Topics which might be included are:

Family living: getting on with others, rights and responsibilities;

Clothes and grooming: for different occasions, buying, altering, making, care of;

Cooking and eating: indoor and outdoor, using a range of domestic appliances, entertaining, family meals;

Shopping: value-for-money comparisons, methods of payment;

Money management: earning and spending, budgeting, insurance, consumer affairs;

Home maintenance and repair: electrical, plumbing, decorating, DIY;

Safety in the home: security, sensible working practices, dealing with emergencies;

Leisure: hobbies and leisure pursuits - individual and group/team; holidays - planning, financing, sharing.

3 2 2 Work

Within this theme pupils acquire, develop and apply the knowledge, skills and attitudes pertinent to finding and coping with a job. The emphasis should be on vocational preparation in the broad sense and not on training for specific jobs or occupational groupings. While it is right and proper that the main emphasis should be on paid employment, a realistic appraisal of prospects, at least in the foreseeable future, has to take account of the possibility of some pupils not gaining such employment on leaving school. The theme, therefore, should also consider the alternatives to conventional paid employment such as self-employment, further education and training and voluntary work. Although some preparatory and related work will have been done in the first year of the course, most of this study will be covered during the second (S4) year, when pupils' thoughts will naturally be turning to what the future holds, and what they should be doing about it. By this stage pupils are old enough to participate in any work experience schemes which may be available.

The range of possible topics includes:

Surveying the job market: local industry and commerce, opportunities, qualifications;

Finding a job: careers guidance, where to look, seeking help, taking initiatives;

Choosing a job: kind of jobs, what to look for, weighing up prospects;

Applying for a job: methods of application, conveying the information;

Interviews: preparation - how to dress, what to know, how to get there; being interviewed - answering and asking questions, showing oneself to advantage;

Coping with a job: working as a member of a team, safety at work, attendance and timekeeping, accepting authority, taking initiatives;

Rewards of employment: job satisfaction, wages and salaries;

Rights and responsibilities: employment legislation, contracts, trade unions;

Changing jobs: further education and training, promotion;

Alternatives to paid jobs: self-employment, voluntary work, training schemes and further education;

Welfare benefit: range, eligibility, how to claim, where to get information and help.

3 2 3 Community

In this theme, attention is focused on the community within which the pupils live so that they learn something of what that community is like, how it works and what is involved in being a member of it. As with the other themes, the knowledge aspect is important mainly insofar as it is of direct relevance to the pupils and can be applied in a practical way, perhaps in some form of community involvement or service. By extension this enables pupils to think about their position in society and encourages them to become participating members of their community. Although most schools may well see the way into this study through a consideration of the local community, it is important that wider horizons are explored to broaden the pupils' knowledge, awareness and experience.

It is likely that aspects of this theme will be present throughout both years of the course, especially as some of the topics covered will be cognate to topics within the Home theme, while others such as community service/voluntary work may complement the Work theme.

The sort of topics that might be covered are:

The environment: local environment facilities;

The community: social groupings, community agencies, problems and prospects;

Groups with special needs: old, young, disabled, minorities - their place in the community;

Getting about: finding one's way around, nature and town trails, travel facilities, cheap travel;

Wider horizons: trying out new things, staying away from home, travel, other environments, people and communities;

The individual and the law: rights and obligations;

Making a mark: working things out, making opinions known, joining an action group, participating in community projects;

Community service: opportunities, suitability, arranging placements, preparation for and reflection on the experience;

Community events: what's on, taking part, planning and organising.

In selecting topics and course content, teachers must consider how, on the one hand, they can make best use of links with other subjects but, on the other hand, avoid pointless repetition; liaison with these other subject departments will be helpful in achieving this. Skills of communication such as letter writing learned in an English course need not be re-learned in a Social and Vocational Skills course but rather should be reinforced and applied in appropriate circumstances. Similarly, with computational skills and applications learned in Mathematics, teachers will doubtless find many examples where this principle can be applied. Of course the process need not be in one direction only, so that some of the knowledge and skills learned in a Social and Vocational Skills course may be further developed and applied in other subjects.

It is clear then that there is the possibility of some content overlap with other courses in, for example, English, Mathematics, Technical Education, Home Economics, Business Studies, Modern Studies, Contemporary Social Studies, Religious Education, Social Education and Guidance. Provided the overlap is not simply duplication, and is not excessive, it is of positive benefit, helping to unify in a sensible way the different strands of the pupils' curriculum.

3 3 Pupil Experiences

3 3 1 One of the course aims is to provide pupils with opportunities to apply their knowledge and skills in a variety of appropriate circumstances. The intention is to widen the range of the pupils' social and vocational experiences, and also to provide the practical, experiential contexts within which activities naturally arise. The philosophy and spirit of the course, therefore, require that it should be built around these pupil experiences. Their importance as the learning contexts within which knowledge is acquired, skills are developed and attitudes and personal attributes are formed and fostered, cannot be over-emphasised and they form the main structure of the course.

3 3 2 It is essential that, by the end of the course, pupils have been given the opportunity to take part in the following experiences.

a Out-of-school experience

At least one experience is to be drawn from:

Work experience	(involving sessions of at least one half-day and totalling not less than five days);
Community service placement	(involving sessions of at least one half-day totalling not less than five days);
Residential stay	(involving a stay of a minimum of two consecutive nights).

b *Planning and running a community event*

Activities will require to bring pupils into personal contact and involvement with people outwith their own school, and will require them to plan and work cooperatively.

c *Making an item or providing a service*

In undertaking this experience pupils should carry out an investigation into the earning potential of items made or service provided.

d *Using leisure time*

Pupils should be involved in at least one leisure pursuit covering six sessions of about one hour each; these sessions should be organised to provide a structured programme.

The precise form which each experience takes should result from an open-ended process of genuine and purposeful negotiation between teachers and pupils, taking account of the needs, interests and abilities of the pupils and, indeed, of the teachers themselves. However, teachers might find further guidance helpful and this is given below in the rest of this section. The suggestions are based on work done in schools, so their practicality has been demonstrated. Nevertheless, it is the case that some schools have fewer resources and opportunities at their disposal than others, so that what is easily achieved in one school might be very difficult in another. The area of greatest difficulty undoubtedly lies in the out-of-school experience and it is for this reason that a range of choice is offered.

a *Out-of-school experience*

Work experience is something with which most schools are already very familiar. The problem is to involve large numbers of pupils. While many firms are willing to provide places, there are limits to what they can offer and, in any case, schools will not wish to presume too much on their goodwill. Some schools may arrange work experience in other schools - in the office, or kitchen, or with the janitors - and this should at least increase the number of possible placements especially if it is done on a reciprocal basis. Alternatively, schools may organise these activities internally.

Community service presents similar problems - there may simply not be sufficient places available to meet the demand. Schools can take some initiatives by contacting institutions or individuals and offering their services: other possible sources of help are the various welfare and community service agencies.

A residential stay is relatively easy to organise because for the most part it makes few demands on people or institutions unconnected with the school. Unfortunately, it is also the most expensive activity and this places it beyond the reach of some pupils unless it can be funded or subsidised in some way. Schools may do this by using one of the other pupil experiences for fund-raising.

Despite the variation in circumstances in schools and the problems indicated, it is felt that all schools should be able to organise appropriate pupil experiences along the lines suggested below. These are not intended to be used as models, but are offered to

illustrate some possible approaches, in the hope that they may give inspiration to schools planning their own experiences.

Work experience

Work experience, to be of value, has to extend over a reasonable period of time and has to be properly integrated into the rest of the course. The recommended minimum time is the equivalent of one working week, but many schools have two-week even three-week placements. The build-up to the experience may take several weeks. The tasks characteristic of this experience are related to finding out about jobs, choosing a job, obtaining a job and coping with the world of work. Activities which are naturally part of these tasks include self assessment and peer group assessment of each pupil's positive attributes; surveys of the variety of jobs available and the composition of a realistic list of possible alternatives for each pupil; making applications by form, letter and telephone; development of interview techniques and experience of aptitude tests; use of street plans and bus, train or air timetables.

When matching pupils with available placements, it is helpful if there are brief job descriptions for each placement, perhaps in the format of a newspaper advertisement or Job Centre card. Pupils can select the jobs they wish to apply for and send letters of application for an appropriate post. Ideally, this results in pupils being interviewed by members of the firm's staff and receiving letters of appointment. Once the job placements are arranged there should be further preparation for the actual work experience. This might entail group discussion on what work is going to be done, what will be expected of pupils and what they might hope to gain from the experience. Some schools arrange visits to the firms' premises so that pupils are sure of where to report, and to give a clearer insight into the nature of the job.

The best work experience occurs when the pupils are treated as workers in the firms and are given proper jobs to do. Pupils thereby gain satisfaction and have more confidence in themselves through knowing that they can do the job, that they can communicate effectively with adults and get on with them, and that they can be given responsibility.

On their return to school, pupils should be given the chance to reflect on the experience through discussion and writing. It is helpful if employers' reports on the pupils are available along with the pupils' own assessments of the experience and their responses to it.

Community service placement

For pupils offering community service as part of their course, there is a recommended minimum commitment of the equivalent of one working week. It is not thought that sessions of less than half a day give sufficient time to allow the experience to be useful to either the pupil or the person or organisation being assisted. Most schools tend to arrange their placements for half a day per week over perhaps 10 weeks.

Careful planning and preparation for the experience are absolutely essential because it is in this somewhat sensitive sphere that deficiencies in these arrangements are most likely to create difficulties and misunderstandings. The lead-in to the experience might include a study of the local environment to cover such aspects as the different social groupings

including those with special needs; facilities available - housing, entertainment, shopping, schools, hospitals and homes; community agencies and their functions; travel and communications within the community. This leads pupils to a greater understanding of their community and their place within it. It can also encourage pupils to take an active role, one form of which is community service.

A number of considerations have to be borne in mind before a school organises the placement of pupils in some form of community service. First there has to be discussion with the appropriate personnel in the homes, hospitals, schools and other places the pupils will be attending, so that it is quite clear what form the community service will take and what demands it will place on pupils. The experience is a two-way process - pupils receive as much benefit as they give, and this should be properly appreciated. Because of the varying demands placed on pupils, it is necessary to give them a range of experiences to choose from. Some pupils do not wish to work with young children for instance; others may find it difficult to relate to old people; and so on. It is also of greatest benefit if the pupil is asked to undertake specific tasks and not, for example, simply told to "go and speak to the old people". While all pupils participating should have volunteered for the experience, the teacher still has to be sure that the pupil is suited to the task and this probably requires discussing the placement with the pupil.

Examples of some placements which have been organised include two old people's homes and a school for mentally handicapped children. In one very large old people's home the pupils worked with a staff member doing such tasks as cooking and serving meals, getting the old people out of bed in the morning for breakfast, and of course in the process talking with them and perhaps finding out specific pieces of information such as aspects of local history. Another home was much smaller and housed widows who had spent much of their lives abroad. Here pupils tended to work more on tasks allocated by the officer in charge, such as collecting jumble, running a stall at a sale of work, going shopping for the old folk. This led the pupils to contribute to a Burns Supper entertainment and Christmas carol singing.

In a school for severely mentally handicapped pupils aged 5-16, the pupils helped the class teacher by reading stories, getting painting materials organised, playing with the handicapped pupils and going on outings with them to the swimming pool or for a picnic.

Some pupils have worked with individual old people in their houses, perhaps maintaining gardens, going shopping, getting books from the library. One pupil who read to an old lady who was nearly blind, himself acquired her interest in local history and selected for her books on the subject from the library which he thought she would like.

Further activities can include using street maps and public transport to get to the placements, and using common domestic appliances and hand tools.

Follow-up arrangements similar to those for work experience are also an important element of the community service placement.

Residential stay

The experience of a period of residential stay away from home is a well-established part of many schools' programmes. Geography or history field studies, recreation and sporting

trips, pupil exchanges with schools in other countries have been organised for many years, and their benefits are well appreciated. In the Social and Vocational Skills course, the residential stay provides an intensity of experience which allows for very rapid learning and development particularly of social skills. If there are specific tasks to be carried out during the stay, the satisfaction of definite achievement is a rewarding and memorable experience.

The question of how long the stay should be is not easy to answer because it is dependent on a complex of factors - travel involved, tasks to be undertaken, costs, availability of staff, disruption to other school activities. The recommended minimum requirement is two consecutive nights. Many schools have arranged longer periods of stay for their pupils.

There is a wide variety of experiences available, but in practice the choice tends to lie between a stay which is wholly organised and controlled by the teachers and pupils, such as camping, youth hostelling, going to unstaffed education authority centres, and a stay where there is a measure of programming by other staff, for example in an outdoor centre offering particular facilities and staff skills. Similarly it should not be assumed that the stay will be in a rural, outdoor setting: for many pupils the novel experience is to stay in a large town.

In common with the other out-of-school activities, the key to integrating a residential stay into the course successfully is to give due attention to the planning and preparation, the actual running of the activity, and the review of and reflection on the experience (which may partly coincide with the period of stay itself).

The planning process usually needs to start several months before the projected residential stay, if for no other reason than that heavy demand on the hostels, centres, etc, necessitates early booking. In addition, funding arrangements might require pupils to save up over a period of months and if a school minibus is to be used it may have to be reserved well in advance.

Pupils should be involved in deciding what form the residential stay is to take and where and when it is to be. Thereafter, the preparation for the experience will be largely determined by the form, aims and objectives of the experience itself. The following actual example of a two-night stay in a large self-catering house for 18 pupils and two adults gives a good guide to the stages involved.

During the stay a number of industrial visits and leisure pursuits were undertaken. The range of activities leading up to the stay included: working out the cost to each individual; collecting and banking money at the rate of 50p per week to pay for the stay and provide pocket money; deciding on clothing and toiletry requirements; planning the journey, using maps to find the best route for the minibus; planning and booking the visits and activities by telephone, letter and form; sending letters to parents explaining the purpose of the stay and requesting permission to participate; itemising and approximating quantities of food required; preparing, cooking, packing and freezing meals; arranging "tuck shop" supplies and cash float; drawing up daily duty rosters; preparing the minibus by checking oil, petrol, water and tyres; cleaning, fitting roofrack and loading.

Because the stay was self-catering everyone was involved in preparing and serving meals and clearing up afterwards, organising packed lunches, shopping for morning milk and

rolls, operating the "tuck shop", and cleaning the house. Other details attended to were writing and telephoning home and doing odd jobs.

There were opportunities for discussing the day's activities and what was gained from them. Pupils were required to keep a daily diary so that on return to school they could write up the experience more comprehensively. Further aspects of the follow-up in school involved writing letters of thanks to the owner of the house and the firms visited, and preparing a financial statement of the income and expenditure incurred. Discussion on the experience led to a number of suggestions for future activities and this resulted in plans to carry out some maintenance, repair and decoration to the house on a future visit. This would obviously require the pupils to learn the appropriate skills as part of their course.

Other activities which could occur during this experience are: reading meters to calculate the amount of electricity and gas used; taking appropriate action to contact emergency services or deal with household emergencies (as a simulation rather than an actual activity).

b *Planning and running a community event*

The purpose of this experience is to bring pupils into personal contact and involvement with people outwith the school and to plan and work cooperatively. The actual event itself need not take place out of school. In fact there is considerable advantage if it is arranged as an in-school exercise - it is more easily organised and operated, and it can, if desired, be on a much more ambitious scale. The format is for the school to decide; it may be a single event or a regular feature of the course. The examples given below indicate some of the possibilities.

In one school a lunch club is run on a weekly basis for 30 senior citizens who live in the vicinity. The pupils prepare and serve a two-course meal with a minimum of supervision by the teacher. The involvement of the pupils is such that as well as devoting the morning to preparing the meal, they also give up their lunch hour to serving it and tidying up afterwards. Careful value-for-money shopping is done on a rota basis to obtain the necessary supplies.

The pupils also help the old people to organise a weekly raffle and the collection of 10 pence from each person towards the cost of funding a summer outing.

The old people continue their social outing by visiting the youth and community area in the school where they spend the afternoon playing bingo, listening to a talk or seeing a practical demonstration. Some pupils accompany them to this "PM Club" and serve tea and biscuits.

While this is a repetitive exercise in that the same group of Senior Citizens and the same group of pupils are involved, an excellent rapport is established; friendships are formed and the pupils become aware of the individual needs of their visitors; familiarity with the situation helps to develop confidence and, by the end of the course, the pupils are very self-assured.

Since the venture is on a regular basis, the Social Work Department pays the school an allowance per person sufficient to cover the cost of the meal and refreshments.

Variations of this event which have also proved appropriate are:

Community lunches for local councillors, police, social workers and other people with a community involvement. This brings pupils into contact with a wide range of people in the community under circumstances which are within the control of the pupils. It also has the advantage of bringing adults into the school to see what teachers and pupils are doing, and how well the tasks are accomplished.

Lunch for industrialists which is organised on a yearly basis to thank employers for their help during the programme of work experience. The pupils have the opportunity to meet the employers socially on their home territory.

An example of a larger scale event was the running of a Christmas party for pupils, teachers, their parents and friends. This involved over 100 pupils, staff and guests. The planning and preparation for the two-hour event was very complex starting with decision making on the form, scale, timing and funding of the event. This involved much discussion and thinking through the problem before decisions were made and their consequences understood. A list of questions to be answered and considerations to be borne in mind was prepared by the teachers to help the pupils marshal their thoughts and identify the main issues. The kind of questions posed were: When will we hold the party? Where will it be held? Who will be invited? What food will be prepared? Who will prepare the food? Have we the skills to prepare the food? How will the food be served? What kinds of entertainment would be suitable? Who will provide the entertainment? Will they need time to rehearse? What equipment is needed? Will there be a raffle? Where will the prizes come from? How will people know where to come? Where will they put their coats? How will guests know what the evening has in store for them?

Once the decisions had been made about the form of the party, the range of pupil activities which resulted were: designing and making invitations and party programmes; sending out invitations; making Christmas presents; preparing food; arranging for donation of prizes by parents, staff, and pupils; practising for the entertainment; arranging the hall; organising the music equipment. During the party, pupils were involved in receiving guests, selling raffle tickets, serving the meal, providing entertainment, taking photographs, making announcements and socialising. Afterwards, it was necessary to clear up, account for all the money, thank people and discuss and report on the experience.

c *Making an item or providing a service*

A criticism which is sometimes levelled against schools is that they do little or nothing to educate pupils for enterprise; that is, they do not bring pupils to realise the extent to which the shaping of their future can lie in their own hands. The intention of this experience is to make a modest contribution to giving pupils an awareness of their potential for taking initiatives perhaps to the extent of becoming self-employed. This is not so fanciful as might at first seem, because a present day phenomenon is the re-emergence of the one-person business often providing uncomplicated goods or services on a scale which does not interest a larger firm but which can give a reasonable living for a small-scale operator.

The best way of achieving these aims is actually to sell the goods or services and raise money from the enterprise. Where this has been done in schools, the profits do not go to

the individual concerned but are put into a Social and Vocational Skills fund for the common good and might be used to fund or subsidise other course or school activities or be used for charitable purposes. On other occasions pupils may prefer not to charge for the goods or services they have provided. This is perfectly acceptable because pupils still explore the self-employment potential of their activities although they have not been involved in direct commercial transactions.

The list of items which pupils can make, or services they might provide, is extensive. Pupils have made toys of wood, metal, plastic or fabric; small items of furniture such as stools, tables, plant stands; household items including oven gloves, aprons, cushions, salad servers, cotton-wool holders, waste-paper bins, draught excluders, cassette holders, spice racks, stock-cube dispensers, bottle racks; decorative and novelty items such as wall plaques, candles, nail pictures, pottery, ornaments, bill holders, key rings and calendars. In some cases the production of these goods has been organised on a "mini company" basis where a company is set up, capital raised, and products made and marketed in a way which simulates a large scale enterprise.

The examples of services provided are almost as diverse and range from washing cars, cleaning windows and digging gardens, through painting and decorating, repairing bicycles, nursery furniture and musical instruments to running creches, tuck shops and cafes.

Further activities which could obviously be undertaken in this experience include value-for-money comparisons and shopping for raw materials. Safety considerations may well require practice in coping with emergencies.

d *Using leisure time*

People nowadays have more leisure time, whether because of a reduced working week, job sharing, early retiral or unemployment. In an effort to widen pupils' horizons and introduce them to ways of occupying their leisure time productively, they should take part in at least one leisure pursuit. This experience has to be enough to give a reasonable appreciation of what is involved, stimulate interest, and demonstrate potential development of knowledge or skill related to the pursuit. The implication is that the experience has to be properly programmed to achieve these aims. It is considered that this cannot be achieved in less than about 6 sessions of approximately one hour each.

Pupils should be presented with as wide a choice as practicable, and the leisure pursuit may take place during the school day or outwith it.

Schools are generally already well equipped to provide this experience because extra-curricular activities feature in the majority of schools and so it may be possible to take advantage of the school's extra-curricular programme for the Social and Vocational Skills course. The teachers on the course might not participate directly in the programme but would discuss with pupils what is the purpose of the experience and what is the gain from it.

The kinds of activities arising during this experience might include writing and telephoning for information, booking accommodation and facilities, handling and recording any necessary money transactions, travelling to and from venues, costing and purchase or hire of clothing and equipment.

3 3 3 Additional Pupil Experiences

The set of experiences already described should provide ample opportunity for teachers to construct an appropriate Social and Vocational Skills course. However, some teachers might wish to develop additional pupil experiences to provide more opportunities for the pupils to undertake relevant tasks and activities. For example, some schools devise an experience related to setting up and running a home. It is perfectly in order to incorporate such additional pupil experiences provided that they accord with the aims, ethos and structure of the course.

3 3 4 Balance Within the Course

- a Throughout these experiences pupils acquire and develop knowledge, skills and attitudes. In planning the curriculum and designing an appropriate assessment structure, the main emphasis is on the development and application of skills. Knowledge is important only insofar as it is necessary for the performance of these skills. While attitudes cannot form part of a system of national certification, they should nevertheless be regarded as integral to the course.

Because the course is skills oriented, it is helpful, in planning for a balance of experiences and activities, to consider the skills as falling into two categories, which also represent the assessable elements of the course, namely:

Communicative Abilities
Practical Abilities.

Communicative Abilities are concerned with competence in obtaining and giving information. Practical Abilities are concerned with competence in carrying out instructions and applying skills.

- b Included in the above descriptions of the pupil experiences are a number of activities which arise naturally at various points in any Social and Vocational Skills course.

These can be listed as follows.

- 1 Write and send letters.
- 2 Use the telephone.
- 3 Complete forms.
- 4 Find out and practise the appropriate procedures to contact emergency services.
- 5 Investigate appropriate actions in emergencies, eg gas, water, electricity.
- 6 Determine lengths, weights, or quantities, including meter reading; calculate amounts used and cost involved.
- 7 Prepare and present food.
- 8 Use common domestic appliances.

- 9 Use hand tools in a range of household tasks: electrical, plumbing, decorating, DIY.
- 10 Keep a record of money received and money spent including, where appropriate, banking facilities.
- 11 Apply for a job.
- 12 Prepare for and take part in an interview.
- 13 Use a map.
- 14 Plan a journey using public transport.
- 15 Shop for the family or school using cash.
- 16 Carry out value-for-money comparisons.

Because these activities arise naturally in all Social and Vocational Skills courses, they form a checklist useful for course design. For the same reason, they will also form a basis for the setting of external examination papers.

4 Assessment for Certification

4 1 Introduction

Assessment has an important contribution to make to the teaching and learning process, but such assessment is not the concern of this section. Advice and guidance on assessment in this connection will be issued in due course.

Candidates will be assessed by a system common to all Levels.

The Certificate will record an overall award on a 7-point scale of grades, grade 1 being the highest. The Certificate will also record attainment in each assessable element. The overall award will be derived from the mean of the two element grades, each element having equal weighting.

4 2 General Pattern

The element of Communicative Abilities will be assessed both externally and internally. Presenting centres will be required to submit to the Board an internal grade for each candidate. To arrive at the final grade for Communicative Abilities this grade will be combined equally with the external grade.

The element of Practical Abilities will be assessed internally. To ensure national standards of award, the assessment will be externally moderated.

4 3 Grade 7 and No Overall Award

For either element, grade 7 will indicate that the candidate has completed the course but has not demonstrated achievement of any specified level of performance as defined by the Grade Related Criteria.

Candidates who have not complied with the assessment requirements in any element (eg due to unauthorised absence from the external examination) will be deemed not to have completed the course, in that element. Such candidates **will not receive a grade** for that element and hence **will not receive an overall award** for the subject. In such cases, however, if a grade is gained for the other element, that grade will be recorded on the Certificate.

4 4 External Assessment of Communicative Abilities

4 4 1 Assessment Arrangements

There will be three papers: one designated Foundation, assessing grades 6 and 5 (1 hour); one designated General, assessing grades 4 and 3 (1¼ hours); and one designated Credit, assessing grades 2 and 1 (1½ hours). The papers will be administered under examination conditions during the examination diet.

Marks will be allocated to each question and a total mark obtained. The two grades associated with each Level will be distinguished by setting two cut-off scores. The lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance.

4 4 2 Presentations for External Papers

At the time of presentation, centres will be required to indicate the Level(s) of the external papers which each candidate will attempt, as follows:

- Foundation Level only,
- or Foundation and General Levels only,
- or General and Credit Levels only.

This presentation does not imply any restriction on grades available for Practical Abilities.

Candidates presented at two Levels are not obliged to attempt both papers but are strongly advised to do so, since, other than as a result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or grade 7.

The following table may be helpful as a guide to presentation.

<i>Expected External Grade</i>	<i>Presentation Level(s)</i>	<i>Grades Assessed</i>
7, 6	Foundation	6, 5
5, 4	Foundation and General	6, 5, 4, 3
3, 2, 1	General and Credit	4, 3, 2, 1

This arrangement allows in each case for a grade award higher or lower than expected (except at grades 1 and 7 respectively). A candidate expected to achieve grade 6 may choose to be presented for both the Foundation and General papers; or a candidate expected to achieve grade 3 may choose to be presented for the Foundation and General combination of papers, thereby accepting that grade 2 or grade 1 will not be possible.

Candidates who attempt papers at two Levels will be given the better of the two grades achieved on these papers. Performance at one Level will **not** be taken into account in grading at the other Level.

4 5 Internal Assessment of Communicative Abilities

Teachers are required to provide a single grade for this element.

The particular constituents of the abilities to be assessed are contained in the sub-elements for Communicative Abilities. These sub-elements are:

- Obtaining Information
- Giving Information.

In building a record of performance in Communicative Abilities, centres should provide candidates with opportunities to accumulate evidence of their performance in both the sub-elements, and in a variety of modes of communication. In particular, this provides opportunities for the assessment of oral communication.

While sub-elements have been separated in order to identify discrete Extended Grade Related Criteria for assessment purposes, in practice, these same sub-elements will overlap and form part of a continuous process. An activity with an end-product of giving information may well also involve the candidate in obtaining information. While it is proper, and in keeping with the nature of the experiences, that the sub-elements will be interrelated, care should be taken to ensure that internal assessment is based on evidence covering both sub-elements.

Evidence to support the assessment should be retained for use in such cases as absence from the external examination, adverse circumstances and appeal.

4 6 Internal Assessment of Practical Abilities

4 6 1 Approach to Assessment

Throughout the course candidates should be provided with many opportunities to accumulate evidence of their performance in Practical Abilities. The evidence should arise naturally from the activities undertaken within the course experiences.

The Practical Abilities element is concerned with "doing" activities which involve candidates in carrying out instructions and applying skills. The evidence upon which internal assessment is to be based should show the candidates' ability to plan and carry out practical activities and to review their own performances. The evidence for each activity to be assessed is likely to be substantial and may consist of a number of different items such as letters, forms, artefacts, photographs, tape recordings, diaries, certified statements and receipts. While it is not practicable to specify an exact number of pieces of evidence to be retained, there should be sufficient to support the internal grade awarded. In practice this means that, say, four or five substantial pieces of evidence will be needed for each candidate representing in total something in the order of 5 hours' work.

Suggestions for activities which could provide appropriate evidence of attainment in Practical Abilities are given in 5 9 2. These activities are provided only as a guide: centres should be able to devise activities which are appropriate to the nature of the experiences being undertaken within their own courses.

4 6 2 Moderation of the Internal Assessment

For a sample of candidates, each centre will be required to submit to the Board evidence upon which the internal assessment of Practical Abilities is based. Whatever evidence is submitted, it must be presented in a way which will allow an examiner to decide whether the appropriate grade for Practical Abilities has been awarded. If the task required of the candidate is not clear from the evidence submitted then details of the exercise set must be included with the evidence. Checks will be applied to the evidence from each centre.

47 Determination of Levels and Grades

Centres should provide evidence for several activities for each candidate being presented. The evidence collected for each activity should be assessed as a whole with reference to the statements of Extended Grade Related Criteria for Communicative Abilities and Practical Abilities. In practice, this might mean that this evidence is marked with the appropriate letter (F, G or C) to indicate the level of performance demonstrated.

As the course progresses and the standard of work carried out by the candidate improves, so evidence for some activities may be discarded to be replaced by later evidence showing a higher level of attainment. Towards the end of the course, teachers (in consultation with the candidates), should select the evidence which in their opinion best shows the attainment in both elements. It should be relatively straightforward to determine the appropriate Level into which a candidate's overall performance falls. Whether the candidate has gained the upper or lower of the two grades associated with that Level is determined by the standard of performance.

5 Grade Related Criteria

5 1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

5 2 Application of GRC

GRC are defined at three Levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The lower grade will be awarded to candidates whose performance meets the stated criteria. The upper grade will be awarded to candidates demonstrating a high standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

5 3 Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers in making their assessments for each element, and to be used by examiners when conducting external assessment.

5 4 Communicative Abilities - Summary GRC

Foundation Level (grades 6, 5)

The candidate has demonstrated ability to obtain straightforward information from a readily available source and to supplement, organise and communicate the information in brief responses to meet specific requirements.

General Level (grades 4, 3)

The candidate has demonstrated ability to obtain detailed information from a number of sources and to process, supplement, organise and communicate the information in extended responses to meet specific requirements.

Credit Level (grades 2, 1)

The candidate has demonstrated ability to obtain detailed information from a range of complex sources and to process, supplement, organise and communicate the information in logical and persuasive extended responses to meet general requirements.

5 5 Practical Abilities - Summary GRC

Foundation Level (grades 6, 5)

The candidate has demonstrated ability to carry out simple tasks by following clear and explicit instructions, and by applying basic everyday levels of skill.

General Level (grades 4, 3)

The candidate has demonstrated ability to carry out straightforward tasks by following clear instructions which may require some selection of relevant parts, and by applying levels of skill involving some attention to accuracy and detail.

Credit Level (grades 2, 1)

The candidate has demonstrated ability to carry out complex tasks by following clear instructions which require selection and/or interpretation of relevant parts, and by applying levels of skill involving attention to accuracy and detail.

5 6 Descriptions of Grades

These describe performance within Levels. They apply to each element.

Grade 6 The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance.

Grade 5 The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance.

Grade 4 The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance.

Grade 3 The candidate has met the criteria for General Level, demonstrating a high overall standard of performance.

Grade 2 The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance.

Grade 1 The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance.

5 7 Assessment Context

5 7 1 The Extended GRC which follow should be applied in conjunction with the guidance given below.

5 7 2 The assessable elements have both been described in terms of abilities. The assessment procedures are designed to measure the extent to which these abilities have been developed during the course. The activities that have been detailed in 3 3 4 are skills-based, but it follows that any activity which fosters the development of Communicative and Practical Abilities is an

acceptable one. The activities are not ends in themselves, but a means to the end of improving these abilities. Many of the activities in the course are open-ended in the sense that they cannot be assigned in advance to a specific Level. Candidates, as they work through an activity, may be able to improve their performance by exhibiting certain positive characteristics.

5 7 3 Among these characteristics are:

a Problem Solving

This may be exemplified in the organisation and selection of information, the coordination and preparation of resources, and the extent to which information and skills are used to produce action, be it to take decisions or carry out tasks.

b Initiative

This can be defined as the resourcefulness shown in generating ideas, overcoming difficulties and in improving organisation and performance. It may involve the seeking of help, which is natural if the aim is to clarify or amplify instructions, especially oral ones since the candidate cannot refer back to them as is the case with written instructions. Care must be exercised to judge whether the seeking of help or clarification springs from reluctance or inability to work independently, or whether it is in fact a demonstration of initiative on the part of the candidate who has spotted an incompleteness or ambiguity in instructions given.

Since it is unrealistic to assume that skills will be developed consistently without the intervention of the teacher, it is accepted that assistance will be needed by the candidate. The nature of the assistance rendered will depend on the activity. It could consist of suggestions as to where information may be obtained; or the skeleton form of a letter or the partial completion of a form; or re-phrasing instructions or setting them out differently. Such assistance and prompting should be seen as part of the assessment context.

5 7 4 Teachers should bear in mind that a candidate might use initiative, seek help to solve problems and by so doing raise the performance to meet the Extended GRC of the Level above, or demonstrate a qualitatively good performance within a Level. Combined with the Extended GRC, the explanatory notes and the performance examples, these characteristics should allow assessment to be carried out simply, unobtrusively where appropriate, and above all, naturally.

5 8 Communicative Abilities - Extended GRC

5 8 1 Sub-element: Obtaining Information

Introductory Notes

The relative complexity and difficulty of "finding out" task is partly governed by how much thought has to be given to deciding what questions need to be answered. Little or no thought is demanded if the requirement is for one piece of information to meet an already known and very specific need, such as the arrival time of a particular train. Much more thought is required to specify the many items of information to meet the needs implied within a more general area of enquiry, such as a value-for-money comparison of residential facilities, demanding also

decisions about priorities to be accorded to cost, transport, location, activities offered, quality of accommodation, etc.

Another determinant of the ease or difficulty of an enquiry is the accessibility of the information being sought. The enquirer may have to assemble the required answers from a number of different sources, such as several leaflets, a reference book and telephone calls to offices. The enquirer may also have to select from among a variety of possible sources those most likely to prove fruitful. Initiative is evident when candidates think for themselves about where and how they might find out what they need to know.

Accessibility of information can be determined also by the clarity with which it is presented. The difficulty level is increased when the enquirer has to follow up a number of references and when written expression is verbose, ambiguous or ill-organised. Similar difficulty occurs in the case of an oral enquiry when the person applied to for information is inexperienced, or a poor speaker, or disobliging.

Yet another feature of obtaining information is the discovery in the course of pursuing an enquiry that additional information is needed, that questions have to be asked which were not thought of at the outset. For example, enquiry about leisure facilities at the local sports centre may reveal the need to find out about purchase, hire or borrowing equipment and to make a fresh exploration of the cost implications of the whole project.

GRC

Foundation Level (grades 6 and 5)	General Level (grades 4 and 3)	Credit Level (grades 2 and 1)
<i>Task</i>		
Being provided with a source from which the information is readily available, the candidate can obtain information to meet a specific requirement.	Being provided with a source or sources from which the information is not readily available, the candidate can obtain information to meet a specific requirement.	Being provided with a range of sources from which the information is difficult to obtain, the candidate can obtain information to meet a general requirement.
<i>Information</i>		
The information to be obtained is presented in an easy to use and simple manner so that the enquirer experiences no difficulty in finding or understanding the information within the source.	The information to be obtained by the enquirer may be presented with a lack of clarity or may involve difficulties within the source, such as the use of keys and indices in tables, catalogues and directories.	The information is often difficult to obtain and may require the combined use of information sources. The enquirer is often required to identify additional information.
<i>Source</i>		
The information source is provided or suggested by someone else.	The information source/sources is/are provided or suggested by someone else.	The information sources are usually provided or suggested by someone else.

Descriptions of grades are given in 5 6.

Performance Examples for Obtaining Information

	Foundation Level	General Level	Credit Level
<i>Work Experience</i>	From the Personnel Officer of a local firm offering work experience placements the candidate finds out the dates and times of interviews for the group.	From every member of the SVS group the candidate obtains a note of their job preference and matches this with a list of possible placements obtained from the local work experience directory.	From various sources (Careers Service, leaflets in a library, CRAC books, etc) the candidate makes a list of questions and attributes which the group will need for a self-assessment questionnaire.
<i>Community Service Placement</i>	From the secretary at the nursery school the candidate finds out the starting and finishing times and when the helpers have to be there.	From bus timetables and a town map the candidate finds out the routes and times for those going to help at the eventide home in the mornings.	From local newspapers, notice boards and directories the candidate makes up a list of organisations suitable for placements.
<i>Residential Stay</i>	From the SYHA Handbook the candidate finds out the cost of pony trekking at a specific Youth Hostel in a given week.	From the Countryside Commission Directory of Outdoor Centres in Scotland the candidate makes a list of three centres in a specified region offering facilities required by the group.	From SYHA, Countryside Commission and Scottish Tourist Board publications the candidate finds out venues which offer facilities which might be suitable for the group and which fall within a specified price range.
<i>Community Event</i>	From the secretary of the local lunch club the candidate finds out the likely number of senior citizens coming to the SVS tea and entertainment afternoon and how many require transport to the event.	From recipe books the candidate prepares a list of suitable starter and main course dishes for providing an Italian lunch for the local lunch club.	From the SVS group, local shops and cash and carry firms, the candidate finds out all the information needed to decide best value purchase of the supplies for the Playgroup Christmas Party.
<i>Making an Item/ Providing a Service</i>	From a catalogue the candidate finds out the prices of round headed, chromium plated 3" screw nails, Nos 8 and 10.	From Yellow Pages and a street map the candidate finds out the nearest suppliers of varnish and paint for finishing wooden toys.	From a range of given sources the candidate obtains the data for a report on ways of advertising locally a gardening service provided by a mini-company. The report compares costs, coverage and likely impact.
<i>Using Leisure Time</i>	From a British Rail timetable the candidate finds out the time of the first train on Tuesday afternoons from one city to another.	From Ceefax and Oracle viewdata services the candidate finds out the skiing conditions and road information for skiing in a particular area.	From Recreation and Leisure Department publications and other relevant sources the candidate finds the local information the group needs to select its leisure pursuits.

Communicative Abilities - Extended GRC (continued)

5 8 2 Sub-element: Giving Information

Introductory Notes

Two features of giving information are the correctness and clarity of the actual information given, and the appropriateness of the form and register in which it is delivered. In the assessment of this sub-element, more emphasis should be placed on the correctness of the information than on the style in which it is conveyed; in other words, message-oriented rather than media-oriented. In the case of letters, for example, an acceptable layout is one which shows the sender's address, the date and the signature or name of the sender.

A specific or general enquiry, in response to which information is given, may equally well come from the candidates themselves or from an outside source.

Any supplementary information to be provided by the candidate will be relevant to the enquiry and will be already known by, or readily available to, the candidate. The necessity for giving supplementary information can arise in responding to further questions posed by an enquirer, or by the realisation by the respondent that more information is needed. At upper levels of performance, supplementary information will be essential to the extended response required.

At all Levels candidates will carry out whatever arithmetical calculations are necessary to giving the information.

The two features of well organised information are relevance and logical sequence, combining with correctness and clarity to make a communication which is readily intelligible to the receiver.

GRC

Foundation Level
(grades 6 and 5)

General Level
(grades 4 and 3)

Credit Level
(grades 2 and 1)

Task

In response to a specific enquiry, the candidate can communicate straightforward information. There is some evidence of organisation in the way in which information is presented.

In response to a specific enquiry, the candidate can communicate detailed information. Information is presented in an organised manner.

In response to a general enquiry, the candidate can communicate detailed information. Information is presented in a well organised manner.

Information

The information to be given is normally brief, ie a word, a phrase or a list. The information required may involve the candidate in some selection such as sections of a form which have to be ticked or deleted.

The information to be given often requires an extended response.

The information to be given requires an extended response.

Most of the information to be communicated will be provided but a limited amount of supplementary information will be required.

Some of the information to be communicated will be provided but supplementary information will be required.

Information to be used as a basis for communication will be provided but candidates will be expected to elaborate supplementary information logically and persuasively.

Descriptions of grades are given in 5 6.

Performance
Examples for
Giving
Information

	Foundation Level	General Level	Credit Level
<i>Work Experience</i>	The candidate records information of work experience on a pro forma, giving basic information such as the date and a brief description of the job.	The candidate takes part in a job interview responding appropriately to open-ended questions.	The candidate completes a detailed job application form including the provision of a curriculum vitae.
<i>Community Service Placement</i>	The candidate telephones a playgroup and tells the contact when the students will be coming and for how long. The telephone number of the playgroup, the name of the contact, the starting date and the length of the placement are supplied.	The candidate telephones a playgroup and gives the contact all the information necessary for students coming on a placement. The telephone number of the playgroup, the starting date and the length of placement are supplied.	The candidate writes an article for the school magazine describing the community service placement and commenting on its value.
<i>Residential Stay</i>	The candidate fills in a simple application form to take part in a residential stay. The form requires the entry of such information as name, address, dates and venue.	The candidate prepares a poster advertising a holiday weekend. The candidate is provided with information including the date, location and cost but is expected to provide additional information and present the information in such a way as to attract applications.	The candidate prepares a notice which is to be sent to parents of students giving information on this year's residential stay. The notice should endeavour to encourage participation in the residential stay. The candidate is given information such as the date, location and cost.
<i>Community Event</i>	The candidate makes a list of the Senior Citizen groups which have been issued with tickets giving details of the numbers issued to each group. The candidate collates this information and carries out simple calculations.	The candidate prepares an income and expenditure account for a Senior Citizens' Christmas Party. The necessary information to complete the statement is supplied.	The candidate prepares a report, oral or written, which would help other students to run a successful Senior Citizens' Christmas Party.
<i>Making an Item/Providing a Service</i>	The candidate produces a simple statement to show how much profit has been made from the provision of a service, eg car wash. An outline statement is provided for the candidate to complete.	The candidate completes an order form to send to suppliers of components needed to make items for sale at a Christmas Fete. The candidate is given a list of the components needed and the number of items to be made.	From detailed information provided the candidate sets out value-for-money comparisons for a component of an item to be made. The comparisons involve a number of factors and valid reasons are given for the choice.
<i>Using Leisure Time</i>	The candidate writes a letter to the manager of the local leisure centre notifying the dates when the group will be using the facilities. The candidate is provided with the skeleton form of a letter, the address of the leisure centre and a list of the dates.	The candidate writes a letter to the local leisure centre notifying the names of students coming to the centre, the activities to be taken, the dates of attendance and other appropriate information such as the name of the class teacher and year group. The candidate is provided with some of the information but is expected to provide additional information.	The candidate prepares a circular letter which is to be sent to a number of leisure centres notifying the types of activities required by the students in an attempt to obtain use of their facilities on favourable terms. The candidate has information on the type of activities required by the students.

Introductory Notes

Instructions should cover a variety of modes of expression to include diagrammatic as well as written and spoken instructions. Irrespective of how they are given, instructions will usually cover a number of stages in a task so that they comprise a set of instructions and not just a simple command. A requirement to select relevant instructions from a number of alternatives, or to interpret the implications of instructions is an important discriminator of difficulty as these involve candidates in problem-solving and decision-making activities.

Good organisation is demonstrated in the provision and arrangement of resources needed for a task, in the planning of stages of work, and in the sharing out of jobs in a group effort.

The length of a set of instructions or the number of stages necessary to complete a task will usually give an indication as to the degree of complexity. However, some tasks with a short set of instructions or a few stages may be more complex than others with rather more lengthy sets of instructions or more stages.

Candidates will be required to put their skills, either manual or procedural, into action. Manual skills might include, for example, the making of a soft toy or the repairing of a fence. Procedural skills could involve the reading of a story to a group of pre-school children or the preparation of an itinerary. Manual skills may produce an end product while procedural skills are unlikely to culminate in a retainable end product.

In all practical activities and at all levels of ability, appropriate emphasis and attention must be given to personal safety and the safety of others. Safety is as important when using a machine in the Technical Department as when serving tea at a Community Event.

GRC

Foundation Level (grades 6 and 5)	General Level (grades 4 and 3)	Credit Level (grades 2 and 1)
By following clear and explicit instructions, the candidate can carry out a simple task. There is some evidence of organisation in the way the task is carried out.	By following clear instructions that may require selection of relevant parts, the candidate can carry out a task in an organised manner.	By following clear instructions that require selection and/or interpretation of relevant parts, the candidate can carry out a complex task in a well organised manner.
The task usually consists of a few specified stages.	The task usually consists of several specified stages.	The task usually consists of several stages, some specified for, and some identified by, the candidate.
A basic everyday level of skill is demonstrated.	Skills go beyond the basic everyday level with some regard to accuracy and detail.	The task is carried out with accuracy and attention to detail.

Descriptions of grades are given in 5.6.

Performance Examples for Practical Abilities

	Foundation Level	General Level	Credit Level
<i>Work Experience</i>	While undergoing work experience with a local fruit farmer the candidate carries out a number of tasks such a helping to collect pails of strawberries from the fields and taking them for weighing, and collecting empty pails and delivering them to the field.	While undergoing work experience with a joiner the candidate is assigned in advance a number of tasks including gluing window frames and marking timber sizes for cutting. The candidate organises and carries out these tasks at appropriate times during the day.	While undergoing work experience with a local electronics company the candidate is given the task of checking and replenishing stock at work stations. This involves finding out what components are required, completing requisition slips, withdrawing and obtaining the parts and distributing them to the appropriate station.
<i>Community Service Placement</i>	During community service placement with a playgroup the candidate carries out a number of tasks such as making mobiles, reading stories and helping children to remove outdoor clothing and store it in the correct place.	During community service placement with "meals on wheels" the candidate is given the task of arranging for the delivery of meals to old people. This involves the collection of lunches and the delivery and serving of the meals.	During community service placement with a local hospital the candidate is given the task of exchanging library books for the patients. This involves noting names of patients, their first and second choice of types of books, the selecting of suitable books and arranging their delivery.
<i>Residential Stay</i>	During the residential stay the candidate carries out tasks such as unloading and storing equipment from the school minibus.	During the residential stay the candidate is given the task of taking photographs representative of the daily life and activities of the stay. The candidate organises and carries out the task at the appropriate times.	During the residential stay the candidate organises the preparation for and making of a meal. This involves allocating jobs, ensuring that the cooking instructions are followed and pre-determining quantities used in such a manner that all parts of the meal are ready at the appropriate time.
<i>Community Event</i>	At the school concert the candidate carries out a number of tasks such as distributing programmes to the guests as they arrive and showing them to their seats.	The candidate compiles a slide show with commentary which illustrates to guests the activities of the residential stay.	The candidate makes the arrangements for a tour of the school for the representatives of local businesses. This includes tasks such as planning the tour, receiving and conducting guests, answering questions and hosting the tea.
<i>Making an Item</i>	The candidate makes an item such as a key ring. This involves collecting the equipment required, cutting leather to shape, fitting the key ring, gluing and folding over as shown in the diagrams supplied.	The candidate makes an item such as a Christmas cake. This involves the organising of equipment, collecting ingredients, following the recipe and making appropriate judgements on cooking time.	The candidate makes an item such as an elaborate table decoration. This involves design, assembling and preparing a variety of natural and man-made materials, organisation of stages of work and careful finishing.
<i>Providing a Service</i>	The candidate provides a service such as cutting grass for local residents. This involves collecting the mower, cutting the grass and tidying up.	The candidate provides a service such as shopping for anyone who is housebound. This involves using the shopping list, going to the shops which provide the best value, purchasing the items and substituting for unavailable goods where necessary.	The candidate provides a service such as auctioning goods. This involves the listing of items, agreeing a reserve price with the seller, commission, advertising and auctioning goods.
<i>Using Leisure Time</i>	The candidate goes fishing. The candidate carries out a number of tasks such as organising the necessary equipment and following simple instructions on fishing technique.	The candidate does model-making. The candidate carries out a number of tasks which include the selection of the appropriate instructions for the particular model, collecting equipment and carrying out the work as specified.	The candidate referees a five-a-side football game as arranged. This involves application of the rules of the game during play, timekeeping and score keeping.

Appendix

Approaches to Teaching and Learning

- 1 Social and Vocational Skills is concerned with the process of learning as well as the end product. The relative emphasis which is placed on these aspects by individual teachers will naturally influence their style of teaching, but if the philosophy and spirit of the course are to be observed and fostered there are a number of considerations to which all teachers should have regard.
- 2 The teaching should be pupil-centred. The teacher should create a climate in which pupils can take increasing responsibility for their own learning and their own actions. This requires the teacher to adopt the role of facilitator rather than simply a purveyor of knowledge. This may not be an easy approach for the teacher to adopt and it will not be easy for pupils to assume the mantle of responsibility. It involves encouraging pupils to make decisions based on the evaluation of options, to make judgements and to draw valid conclusions. It also means that pupils are active partners in the process and have rights in negotiating the direction the course might take and the content it might include. In this way pupils will be given opportunities to build up self-confidence and self-esteem. It will also help them to develop personal attributes of tolerance, perseverance and initiative which will serve them in different contexts both in and out of school. From the teacher's point of view the approach requires a willingness to allocate responsibility to the pupil, so as to create a relationship based on trust, where the teacher is supportive and dependable in the eyes of the pupil.
- 3 The approach should be practical and based on direct experience, so that pupils "learn by doing" in a real-life or convincing situation. The potential for such direct experience, in and out of school, should be exploited as fully as possible to bring pupils into contact with a wide range of people within the community. This may involve contributions to the course by parents and local business people; bank, building society and insurance company personnel; people concerned with care of the young, the handicapped, and the elderly; and other members of the community. These contributions provide authenticity and enrichment to the course as well as developing the pupils' social competence in relating to and working with people. Clearly there are limits to the extent to which teachers can call on the help of people not directly connected with the school, but experience has shown that a remarkable number of people are willing to give of their services. In a number of cases, institutions can be approached directly. For example, the local Chamber of Commerce is often able to arrange for business people to conduct simulated job interviews; the National Childbirth Trust, through its local groups, can provide volunteers to help with family-life aspects of the course; the local police force may contribute, by sending to the school road safety, community involvement or crime prevention officers; and local radio personnel may come to describe and demonstrate the role they occupy in society. Very often the contact is with individuals such as the local bank manager, district nurse, electrician, painter and decorator or local authority housing officer, and as long as the requests made to them for involvement are reasonable they will usually cooperate.
- 4 Opportunities should be given for open-ended learning experiences to allow for activities which are not always predetermined. Most of these opportunities should arise naturally from the pupil experiences described earlier in Section 3 where tasks such as redecorating a local community centre or organising a lunch club+ for senior citizens, incorporate a range of knowledge, skills and attitude demands. This gives pupils the chance of capitalising on their particular strengths and interests, and of drawing on their own experiences. Further advantages of this approach are that the activities are seen to be realistic and relevant and so are likely to be motivating. The approach is unlike most classroom learning, offering new opportunities and presenting new challenges.

- 5 Learning through discussion enables the teacher to develop the participative aspects of the course, to deal with tasks or problems which have no set answer and which may be controversial, and to encourage the development of social skills. Group discussion is not easy to handle, and some teachers are unfamiliar with the techniques necessary.

Useful guidance is provided in the Scottish Curriculum Development Service (Edinburgh Centre) publication "Discussion in Social and Vocational Skills".

- 6 Pupils should be set realistic targets so that the approach can be one of successful achievement leading to the progressive development of skills and related knowledge. Emphasis is placed on the competent performance of specific skills. Once baseline targets are achieved, further development should be pursued to enable pupils to realise their potential. This means that pupils should be given the opportunity to repeat certain activities, such as writing several letters, completing forms of varying styles and complexity, revising and rewriting a report on a work experience placement after discussion with the teacher or other pupils. It might be useful to make a few similar items, to be interviewed by various people, or to make several telephone calls. Although the course is primarily skills-based, knowledge related to these skills is nonetheless essential. This might include, for example, knowing which adhesive is appropriate for a repair job, knowing how to obtain unemployment benefit or why a balanced diet is important. Provided due recognition is given to the temporary importance of many facts, advantage is derived from the acquisition of much relevant information and know-how.
- 7 Working cooperatively is an essential feature of the course. In the "Community Event" experience this is specified, but it should also occur elsewhere. In all the experiences, joint planning and carrying out of tasks together will encourage the habit of fruitful cooperation which is an everyday feature of adult family and working life. Although teachers should take care to form groups in such a way that every member has a contribution to make, there will also be times when groups should be allowed to form spontaneously.
- 8 Account has to be taken of the attitudes and values of adult life, if teachers are to prepare pupils adequately. These may be surprisingly different from commonly accepted school values; for example, teamwork is normal in the work place but in certain circumstances can be regarded as unacceptable in school. When the open-ended learning approach is concerned with attitudes such as commitment to productive use of leisure time, to being reliable, to being cooperative, to using initiative - it is largely non-controversial, but when it moves into areas relating to rights and responsibilities, standards of behaviour, acceptance of authority, then it becomes more controversial and, without doubt, more difficult to handle. Group discussion is one way of tackling the problem. Another is by role playing in, for example, a case study on a proposal to site an industrial complex in an area of scenic and recreational importance. This enables all the issues to be explored but at the same time de-personalises reaction to them.
- 9 In planning the learning sequence, the pupil experiences should not be regarded as isolated events. They should be sufficiently well coordinated for the course to hold together as a whole, rather than appear as a series of unrelated experiences. In this way the course content can be covered within the appropriate contexts so that pupils appreciate the relevance of the knowledge and skills they are learning, and also have the opportunity to apply and practise them in a realistic fashion. Some of the tasks included in the course may be dealt with in their entirety at one particular point. For example, home decoration might be a specific section of content learned as part of a simulation in running a home. Other tasks might appear at various points in the course either by way of consolidation or of further development. Aspects of money management, for example, might be treated at various points in the course - within the context of running a house, planning a community event, taking part in a period of residential stay, setting up a mini-company.

- 10 The course is multi-disciplinary and teachers are likely to find they will want to, and will with experience, achieve increasing degrees of collaboration. A key element in this process is the function of coordination. If the teachers involved in the course are to function effectively, there has to be a coordinator to oversee the planning and implementation of the course. Experience in schools has shown that there is great advantage if the coordinator is also involved in the teaching of the course, because this gives a much clearer insight into the problems and opportunities presented by a multi-disciplinary approach. Course coordinators tend to be members of the senior promoted staff. This is particularly desirable in the early stages of finding a place for Social and Vocational Skills in the school curriculum and in starting up the course.
- 11 Where opportunities exist for team teaching, such situations should be exploited as offering real integration of the departments involved. Other advantages of team teaching are that it is possible to deal with larger groups so giving more flexibility in deployment of staff; some pupils may relate better to one teacher than another; teachers can teach to their particular strengths; and pupils needing help can be looked after more easily.

The number of teachers involved should be as few as is practicable, otherwise it becomes extremely difficult to avoid their contribution becoming fragmented and uncoordinated. It is also more difficult to build the right sort of relationship with pupils. All teachers should be given the opportunity to meet regularly to plan, run and assess the course.
- 12 Grouping of periods into larger blocks of time, for example over a whole afternoon, gives greater flexibility. Visits out of school are easier to organise and more complex or time-consuming tasks can be completed.
- 13 It will be clear from the descriptions of the course that the majority of activities are of a practical nature. Many of them will involve the use of specialised equipment and accommodation and there will be safety considerations to be taken into account. Group sizes should therefore be in accordance with the appropriate agreements.