

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7110015**UNIT TITLE:** COMMUNICATION 1 - SPOKEN COMMUNICATION

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. DEMONSTRATE AN UNDERSTANDING OF SIMPLE SPOKEN COMMUNICATION ON FAMILIAR TOPICS

PERFORMANCE CRITERIA

- (a) A correct identification is made of the purpose of a communication with clearly recognisable conventions.
- (b) An accurate account is given of an important idea or significant piece of information from a communication.
- (c) An accurate account is given of a clearly stated point of view or explicit feeling from a communication.

RANGE STATEMENT

Type of communication: spoken communication which combines factual content with a clearly stated point of view or feeling.

Level of difficulty: all of the vocabulary will be familiar to the candidate; the communication will have a simple structure.

Degree of detail: containing several items of information.

EVIDENCE REQUIREMENTS

Oral and/or written evidence that the candidate has achieved all of the performance criteria and each aspect of the range statement.

The candidate must listen to a minimum of two items of simple spoken communication. On each occasion the candidate must achieve all of the performance criteria.

OUTCOME**2. DELIVER AND PARTICIPATE IN SIMPLE SPOKEN COMMUNICATION****PERFORMANCE CRITERIA**

- (a) The conventions adopted for the communication are mainly appropriate for the speaker's purpose and audience.
- (b) All essential information is presented.
- (c) Some evidence of structure is discernible in the communication.
- (d) The use of register, syntax, and vocabulary allows the speaker's meaning to be conveyed.

RANGE STATEMENT

Type of communication: a short talk; spoken interaction with one or more people.

Level of difficulty: the information conveyed is of a basic nature; the vocabulary is simple.

Degree of detail: containing several items of information.

Degree of structure: the talk will include a recognisable beginning and end; linkage is rudimentary; when interacting with others the contributions are appropriate.

EVIDENCE REQUIREMENTS

Written and/or taped evidence that the candidate has achieved all of the performance criteria and each aspect of the range statement.

The candidate must (1) deliver a short talk and (2) take part in spoken interaction with one or more persons. On each occasion the candidate must achieve all of the performance criteria.

ASSESSMENT RECORDS

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

Although there is no mandatory requirement for centres to produce taped evidence for each candidate, it would be helpful if such evidence was available in relation to a sample of candidates for each module.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER 7110015

UNIT TITLE COMMUNICATION 1 - SPOKEN COMMUNICATION

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 20 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit is designed to develop English language skills in listening and speaking at a basic level. It should guide the candidate towards the acquisition of broadly based skills in common language contexts, helping the candidate to establish and maintain social and working relations.

The unit is concerned with the interpretation and use of spoken English in everyday living and in vocational contexts. It is designed to meet the needs of a wide range of candidates and users, including those involved in adult basic education and, where appropriate, government training programmes.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit requires you to listen to various types of simple spoken communication so that you can understand what their purposes are and why they have been delivered in a particular way. You will also be expected to talk for different purposes.

CONTENT/CONTEXT Corresponding to Outcomes 1-2:

In a Communication unit, Content/Context is best defined as the situations, media and activities through which the skills related to the outcomes are practised and developed. This unit should provide opportunities:

- to use language for a variety of purposes with a balance of productive and receptive uses appropriate to the individual needs of the candidate: eg conveying information; describing feelings; arguing and persuading; giving assistance; gathering information; questioning; recognising the needs of others; listening for pleasure.

- to use language in a range of personal, social and vocational settings: eg making a personal telephone call; making plans in a group; listening to instructions.
- to listen to a variety of messages which offer a range of listening demands: eg using the telephone; working in a group; listening to a speaker; listening to a radio or television broadcast. Items of oral communication suitable for summative assessment will deal with topics which are familiar to the candidate in terms of format, subject, vocabulary and purpose.
- to use a range of forms of oral communication: eg using the telephone; communicating in a group; taking part in an interview; reporting.

APPROACHES TO GENERATING EVIDENCE Learning and teaching in Communication must be active and candidate-centred. Candidates should have the opportunity to plan and make decisions for themselves, to show initiative and independence, and to work co-operatively in groups. Induction to the activities should ensure that the candidates have a clear understanding of the nature and purpose of the work.

There should be a variety of activities undertaken, some individual, some in small groups and some with the whole class. These should provide opportunities to use language in real situations for real purposes and may be part of projects or practical exercises set within the communication unit or drawn from activities in other vocational or social contexts.

Teaching groups should be small enough to allow practical activities of this kind to be undertaken, and to allow candidates to be involved in activities which stretch their capabilities and offer both the chance of success and the risk of failure.

It is recommended that Communication should be timetabled in blocks of time which are long enough to allow candidates to engage in realistic combinations of communication skills both in and out of the centre.

The provision of opportunities for reworking, reviewing, revising and evaluating by the candidate, by peers and by the tutor/trainer, should be seen as an essential feature of all formative activities.

Units of work in Communication should be designed to engage candidates in the varied and purposeful use of inter-related skills of language. Units can be of variable length and may allow for several different learning and teaching approaches. It is recommended that these units should be negotiated and planned in such a way that the evidence required for assessment is generated in the course of ongoing work rather than as a separate and discrete exercise.

Group work is to be encouraged as it gives candidates practical experience of the co-operation necessary in real life, particularly in vocational situations. However, work completed by candidates as members of a group or in a group project should be carried out without the aid of other members of the group where this work is to be submitted as evidence for that candidate's summative assessment.

Combining Communication with Other Units: The content of other units a candidate is taking can be drawn on to provide activities which involve the practice and development of communication skills. Communication units may be devised which are cross-modular and aim to develop communication skills in contexts drawn from other units. It is also possible to combine a Communication unit with another unit to create an enhanced learning and teaching programme. For example, a Communication unit could be combined with a PSD module to provide particular contexts for the development of communication skills. In such a case, adequate time must be allowed to ensure that all important aspects of both units can be covered.

Because Communication 1 is a core skill for the GSVQ level I it is important that as far as possible the particular vocational emphasis of the course should be reflected in the teaching of the Communication components. It is also important that Communication tutors/trainers work with colleagues from other subject/vocational areas to devise assessment opportunities that will permit assessment across modules.

Open Enrolment: Open enrolment procedures do not apply to Communication level 1 units.

N.B. The statement of satisfactory performance for each outcome indicates the minimum required for the purpose of summative assessment. However, the number of activities undertaken by the candidate should not be limited to those specified.

Tutor/trainer Support: Tutors/trainers should distinguish between their differing roles in formative and summative assessment. In the former, as much help and support as is required by the candidate may legitimately be given by the tutor/trainer. Tasks which are intended to provide evidence for summative assessment must be completed by the candidate unaided. However, it would be acceptable for the tutor/trainer to draw the candidate's attention to any general area of error in relation to particular performance criteria or to redirect him or her to the task in hand.

Use of Dictionaries: This should be encouraged at all stages. Communication units enable an 'open-book' policy to be adopted by centres as far as use of resources by candidates is concerned.

Use of Computers: Word processors, including those which can make use of spelling check type software, may be used by candidates.

ASSESSMENT PROCEDURES Centres should note the following before designing instruments of assessment.

Purpose

To an extent the purpose of the communication will be defined by the range statement. It is reasonable, however, to expect that the candidate will not only identify the main purpose of the text ie to convey information but will also show some awareness of the context in which this information is conveyed eg within a television news bulletin, a training video etc.

Conventions

The spoken communication chosen for summative purposes should clearly embody the characteristics and conventions appropriate to the particular form eg if a candidate is listening to a short television news item. The degree of formality, the choice of vocabulary and the style of delivery are clearly typical of its type.

OUTCOME ONE Restricted Response questions of a generic or text specific nature.

Restricted Response questions should only be set which address significant aspects of a text. It follows from this that all questions should be answered correctly if the candidate is to demonstrate coverage of the performance criteria.

OUTCOME TWO Assignment.

EXEMPLARS Corresponding to outcomes:

1. The Range Statement. Type of communication does not specify a particular form. This has been done intentionally to ensure that the centre can exercise maximum flexibility when devising appropriate summative assessments. Nevertheless, taken together the range statements make clear which types of spoken text would be acceptable, eg:

Radio/TV/video

Short news items or features that also manage to convey a point of view or feeling.

Interviews with eg. politicians, celebrities, eye witnesses may be taken from longer programmes if the interviews themselves are comparatively self-contained.

Viewers', listeners' opinions both from television and radio broadcast. Letters. Comments from audience members which may be of an appropriate length and complexity.

Training/information videos dealing with such topics as health and hygiene, safety, careers, etc.

Advertisements must always be chosen with care if being used for summative purposes. The danger is that even the most ostensibly straightforward of TV advertisements will combine spoken and visual components in a complex manner, and may well carry several different messages simultaneously.

Telephone

Recorded telephone messages can be used for

Messages

summative purposes if they have been devised to include a clearly stated point of view or feeling.

Short Talks/
Reports delivered by other candidates in the class
may be used as evidence for Outcome 1.

2. The talks can be delivered in an informal and relaxed environment; there is no requirement for the candidate to stand in front of others. Nevertheless the speaker should be fully aware of the purpose and nature of the talk assignment. It is permissible that the candidate speaks from brief notes, but reading from a script is not acceptable.

Suitable talk activities can easily be built into most training programmes. The talk assignment may be covered by the review process which is a crucial part in the delivery of many modular courses.

It may be that as part of a GSVQ programme the candidate has to demonstrate understanding of a particular process. Such a requirement would dovetail with a need to assess talk for Communication.

The interactive task may take the form of a discussion within a group or on a one-to-one basis.

PROGRESSION Progression from this unit is to Unit No 7110035 Communication 2.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.

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