

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7110035**UNIT TITLE:** COMMUNICATION 2

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 BUT DETAILED WRITTEN COMMUNICATION ON FAMILIAR TOPICS

PERFORMANCE CRITERIA

- (a) A correct identification is made of the purpose of a communication with clearly recognisable conventions and is supported with textual evidence.
- (b) An accurate account is given of important ideas or significant information from a communication.
- (c) An accurate account is given of a central point of view or feeling from a communication.

RANGE STATEMENT

Type of communication: written communication which combines factual content with a discernible point of view.

Level of difficulty: accessible vocabulary; simple sentence structure; straight forward relationship between paragraphs.

Degree of detail: containing several sets of information/aspects of content.

EVIDENCE REQUIREMENTS

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

Oral or written evidence that on one occasion the candidate has read an appropriate text. All of the performance criteria must be met within this task.

OUTCOME**2. PRODUCE SIMPLE BUT DETAILED WRITTEN COMMUNICATION****PERFORMANCE CRITERIA**

- (a) The conventions adopted for the communication are appropriate to the writer's purpose and audience and are mainly used consistently.
- (b) All essential information with some supporting detail is presented accurately.
- (c) The structure of the communication is mainly appropriate to the writer's purpose and audience.
- (d) Syntax, spelling and vocabulary are sufficiently accurate to convey the writer's meaning at first reading.

RANGE STATEMENT

Type of text: writing which is mainly concerned with conveying information; writing which is mainly concerned with conveying a clearly stated personal point of view or feeling.

Level of difficulty: the information conveyed is of a basic nature; simple vocabulary; simple sentence structure; straightforward relationship between paragraphs.

Degree of detail: containing sets of information/aspects of content.

Appropriacy of structure: in general, the several sets of information/aspects of content are organised logically.

EVIDENCE REQUIREMENTS

Written evidence which shows that the candidate has achieved all of the performance criteria and each aspect of the range statement.

The candidate must produce two pieces of writing which correspond to the specified types of communication. On each occasion the candidate must achieve all of the performance criteria.

OUTCOME

3. DEMONSTRATE AN UNDERSTANDING OF SIMPLE BUT DETAILED SPOKEN COMMUNICATION ON FAMILIAR TOPICS

PERFORMANCE CRITERIA

- (a) A correct identification is made of the purpose of a communication with clearly recognisable characteristics and is supported with textual evidence.
- (b) An accurate account is given of important ideas or information from a communication.
- (c) An accurate account is given of a central point of view or feeling from the communication.

RANGE STATEMENT

Type of communication: spoken communication which combines factual content with a discernible point of view.

Level of difficulty: accessible vocabulary; a clear structure.

Degree of detail: containing several sets of information/aspects of content.

EVIDENCE REQUIREMENTS

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

Oral and/or written evidence that the candidate has listened to an appropriate item of spoken communication. All three performance criteria must be met by the same task.

OUTCOME

4. DELIVER AND PARTICIPATE IN SIMPLE BUT DETAILED SPOKEN COMMUNICATION

PERFORMANCE CRITERIA

- (a) The conventions adopted for the communication are appropriate to the speaker's purpose and audience and are mainly used consistently.
- (b) All essential information with some supporting detail is presented accurately.
- (c) The structure of the communication is mainly appropriate to the speaker's purpose and audience.
- (d) Features of delivery are sufficiently effective to convey the speaker's meaning at first hearing.

- (e) Account is taken of responses and reactions of listeners and other speakers.

RANGE STATEMENT

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

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

Degree of detail: containing several sets of information/aspects of content.

Appropriacy of structure: the talk includes a recognisable introduction and conclusion; when interacting the candidate responds relevantly to the contribution of others.

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 deliver a talk and on another occasion, the candidate must interact with one or more persons. All of the performance criteria must be met by both tasks.

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 were 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	7110035
UNIT TITLE	COMMUNICATION 2

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 40 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 at a functional 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 and to use language skills in a vocational situation.

The unit is concerned with the interpretation and use of written and spoken English and provides a national framework within which centres can devise programmes to develop communication skills. It can provide a vocationally-orientated extension or post-compulsory alternative to Standard Grade English at Foundation level and will be of use to certain trainees in 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:

On completion of the module you will be able to understand and use functional English in a variety of written and spoken forms.

CONTENT/CONTEXT Corresponding to Outcomes 1-4:

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.

The Communication 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; organising thoughts; keeping a record; questioning; recognising the needs of others; reading and listening for pleasure.
- to use language in a range of settings, personal, social and vocational: eg keeping a diary; making plans in a group; listening to instructions.
- to read a variety of texts and graphical and pictorial representations which offer a range of reading demands: eg books; newspapers and magazines; mail order catalogues; pamphlets; notices; timetables; advertisements; instructions; graphs; diagrams; tables; charts. (Items of written 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 written, graphic and pictorial forms: eg notes; memos; personal letters; diaries; logs; posters; sketch maps; annotated sketches; graphs and diagrams; forms; tables; stories and accounts of personal experience.
- 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 which are 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 or 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 for 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 rewriting, 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 modules 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-unit 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 unit 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.

Open Enrolment: A special arrangement for enrolment applies to the Communication series 2-4. NC6 completion arrangements have been revised. Details of this will be found in the Council's current *Guide to Procedures*.

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 under Instrument of Assessment.

Tutor/trainer Support: Tutors/trainers should remember to 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 modules 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 is defined by the Range Statement "Type of communication". Nevertheless texts may have more than one purpose. These may reasonably include persuasion, expressing feelings and reactions, sharing an experience, or entertaining.

Conventions

The written communication chosen for summative purposes should clearly embody the conventions appropriate to the particular form, eg if a candidate is reading a newspaper article the layout including graphic material, the vocabulary and degree of formality are wholly consistent with the type of newspaper and the type of article. Literary conventions will not normally be covered.

Characteristics

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 talk the degree of formality, the choice of vocabulary and the style of delivery are appropriate.

Features of Delivery

These should include articulation, tone, modulation, pace and non-verbal signals.

Centres may use the Instruments of Assessment which are considered by tutors/trainers to be the most appropriate. Examples of instrument of assessment which could be used are as follows:

Outcomes 1 and 3 Restricted Response questions. 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.

Outcomes 2 and 4 Assignments.

EXEMPLARS In the Range Statement for Outcomes 1, 2 and 3 "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 text would be acceptable.

Outcome 1 Purely informational texts, eg lists, catalogues, inventories may profitably feature in the course but would not yield appropriate summative evidence as they would not convey a discernible point of view.

Popular Newspapers/
Magazines

Local newspapers and several of the "tabloids" should prove a good source of material at this level. It is also likely that some of the simpler articles from "The Scotsman" or "The Herald" could be appropriate.

Suitable magazines would be those aimed at a general readership which do not assume too sophisticated an audience.

It would be equally acceptable to choose a text from a magazine which relates to a particular interest or hobby if it met the Range Statement "level of difficulty". Such texts may reasonably assume some prior knowledge and understanding of specialised vocabulary on the part of the reader.

Newsletter

Many vocational areas have their own newsletter which attempts to cater for the wide spectrum of people working, or training to work, in a particular field. Because the target audience may be quite large it would be necessary to choose an article which was pitched at the right level. Again, in these circumstances it would be reasonable to assume that a certain amount of specialised vocabulary would be accessible to the intended reader.

For the exemplars given above the text would include headlines, bylines, sub-headings; photographs, graphics; use of columns and type-size.

Advertisements	It is important not to choose advertisements which are too sophisticated and it must not be assumed that a limited number of words necessarily makes the text appropriate at this level. It should be obvious what product or service is being sold. Ideally the written text will be complemented by graphics/photographs. There may well be play on words but sustained use of irony or ambiguity will not be appropriate. It is important that the main message is conveyed through essentially simple vocabulary. There should be some evidence of very careful word choice and it is likely that the overall text will include small print.
Biography/ Autobiographies	Self-contained extracts from books which combine factual information with personal opinion could certainly yield summative evidence if the range statements are covered.
Fiction	The use of fiction for summative purposes is essentially problematic. The Range Statement for Outcome 1 "Type of communication" specifies "written communication which combines factual content with a discernible point of view". It is clearly possible to find passages of fiction that convey factual content eg a novel which is set in the First World War may include a lot of detail relating to the Battle of the Somme. In practice, however, it may be difficult to identify the purpose of the passage without referring to textual evidence from elsewhere in the novel or short story which would be beyond the scope of the assessment requirement.

The range statement for Outcome 1 specifies that appropriate texts should contain "several sets of information". The class is concerned with defining the length of a text without specifying a particular number of words. For example a newspaper item reporting an arson attempt could contain a set of information dealing with the details of the crime: time; place; extent of damage. Another set could address the involvement of the fire brigade: number of personnel; engines; gallons of water and a third set could give details of the injured: names; numbers; quotes from eye-witnesses and hospital staff.

Outcome 2 The Range Statement 'Type of communication' has been written to give maximum flexibility to the candidate who should produce two types of writing which are appreciably different in terms of form and purpose.

The Range Statement 'Degree of detail' specifies that a piece of writing must contain several sets of information/aspects of purpose. As with Outcome 1, this class is concerned with indicating appropriate length without specifying a precise number of words.

Types of writing with a substantial factual content would include: a report; instructions; procedures; letters of application, etc.

The following example shows how a report based on a simple survey of peer group leisure pursuits could cover all of the range statements.

Level of difficulty	The report will contain information of a straightforward nature which divides leisure time into several obvious categories without attempting any analysis of social trends.
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Degree of detail	The information will be organised into appropriate sets dealing with, for example, time spent watching TV; taking part in sport; reading and listening to music; going out.
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Appropriacy of Structure	These sets of information will be prefaced by a statement of intent, will be discrete but linked and will lead to a general conclusion.
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Purpose	To convey information.
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Audience	Peers.
Conventions	The report will be characterised by clear headings and a generally obvious separation of the constituent sets of information; the register will be identifiably formal.

Writing in which a personal viewpoint or feeling is discernible would include: a diary; an article for an in-house publication; a letter to a newspaper; a letter of complaint; a TV or book review; a personal account.

The following example shows how a letter of complaint to the manufacturer of faulty goods covers all of the range statements.

Level of difficulty	The information relating to the purchase of the faulty goods will be straightforward.
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Degree of detail	The letter contains several sets of information/aspects of content which are: the identity and address of the sender and recipient; the circumstances of the purchase; clear enumeration of the faults apparent in the goods; and a clear statement of feelings relating to suggested action.
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Appropriacy of structure	The information relating to the circumstances of the purchase will be chronological; other details will be presented in a fairly logical order.
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Audience	Unfamiliar.
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Conventions	Relating to the layout of the letter; a suitably formal tone; the word choice will be fairly accurate and will reflect the urgency felt by the sender.
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Outcome 3 A talk by a visiting speaker could easily fulfil the range statement. It would however be necessary to brief the speaker to ensure that the talk was sufficiently simple, detailed and contained a discernible point of view.

Video-taped television programmes can also yield summative evidence. The taped extract must however be chosen carefully. The focus for assessment can be on a single speaker or on a discussion as long as most of the contributions are pitched at an appropriate level.

'Magazine' style television programmes of a general nature dealing for example with health/holiday/travel/fashion may well be suitable. In addition there are many vocationally specific training videos that could also provide a source of summative evidence for Outcome 3.

While recognising that listening is rarely a discrete activity is it important that assessment is concerned primarily with the spoken aspect of a video and not exclusively with messages covered by other aspects of the medium.

A complete television play or an episode of a soap would generally not be suitable for summative purposes because of the likely complexity of messages and level of communication running concurrently. In addition the 'obvious characteristics' are likely to be of a specialised nature and are not covered in the range statement.

Outcome 4 When a candidate's contribution to a small group discussion is being used as the basis for assessment, it will be necessary to ensure that the situation is likely to yield evidence for the performance criteria relating to structure. This can be done in one of two ways:

1. If the discussion is organised so that, for example, each contributor speaks to an agenda item then it should be possible for each member of the group to speak for long enough to demonstrate that "the structure of a communication is appropriate to the speaker's purpose and audience".
2. The second way is to consider the overall shape of the discussion. If the candidate being assessed clearly responds in an appropriate manner to a previously expressed point of view then it can be reasonably argued that he or she is contributing to the overall structure of the discussion and accordingly meeting the performance criteria.
3. The interview format which is frequently used to generate evidence at this level would clearly meet the definition of a form of interaction with one or more people.

PROGRESSION The Open Enrolment arrangement for the Communication series 2-4 has significant implications for progression in relation to teaching methods and assessment procedures. A candidate who has achieved all four outcomes for Communication 2 can receive recognition of performance at a higher level in up to three outcomes. This means that candidates can be working constantly towards higher levels of competence in a differentiated framework.

Because the range statement for Outcome 1 in both Communication 2 and 3 describes types of text which differ in terms of complexity, it will not usually be

possible to recognise exceptionally good answers on a Communication 2 text as evidence of having achieved at the higher level. The same applies to Outcome 3.

However, because of similarity between the types of communication appropriate to Outcome 2 at both Communication 2 and 3, it is technically possible for a piece of written work produced by a candidate studying for Communication 2 and 3 to be acceptable at either level. The same applies to Outcome 4.

For this to happen it is important that the assignment be explained in a precise but not self-limiting way, and that the candidate appreciates the different levels of performance required for Communication 2 and 3.

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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