

National Unit Specification: general information

UNIT	English and Communication: Oral Communication (Access 2)
NUMBER	D540 08
CLUSTER	English and Communication (Access 2)

SUMMARY

This unit focuses on talking and listening skills. However candidates may communicate information about their interests, ideas, topics and texts individually and in group discussion in their normal mode of communication which may include signing. A range of basic skills will be developed as candidates communicate for transactional purposes and interact on a one-to-one basis, with an audience or within a group.

The content of the unit comprises:

- the basic skills required for individual talk, discussion and listening within a variety of contexts, and to meet a variety of needs – social/vocational/personal.

OUTCOMES

- 1 Listen/watch and respond to a simple communication.
- 2 Deliver a simple oral communication.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass:	KB
Publication date:	August 1999
Source:	Scottish Qualifications Authority
Version:	02

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National Unit Specification: general information (cont)

UNIT English and Communication: Oral Communication (Access 2)

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Additional core skills components for the unit	Oral Communication	Acc 2

National Unit Specification: statement of standards

UNIT English and Communication: Oral Communication (Access 2)

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

OUTCOME 1

Listen/watch and respond to a simple communication.

Performance criteria

- (a) Responses demonstrate correct identification of the main point of the communication.
- (b) A correct identification is made of the purpose of the communication.

Evidence requirements

Candidates will produce a short answer response, written or oral, which demonstrates the correct identification of the main point of the communication and the purpose of the communication.

All performance criteria must be met in one response on one occasion. Evidence should be retained for example, using a checklist, video or audio recording.

OUTCOME 2

Deliver a simple oral communication.

Performance criteria

- (a) The content of the communication is clearly expressed.
- (b) The communication is comprehensible to a listener.

Evidence requirements

In order to provide evidence for both performance criteria the communication may:

- convey obvious and simple information within a familiar setting, the communication will contain information drawn from at least one source, or
- express a point of view on a simple topic (which could be derived from a written text studied, a television programme, video/radio text), the communication will contain information drawn from at least one source, or
- review a text or aspects of a text, the communication conveys a response in which the candidate is able to identify nominated features of text (for example, plot, character, setting).

If the candidate decides to make a small presentation some support through prompting or questioning is permissible during the communication. In this case the communication may be delivered to two or more familiar people, so that the listener is part of an audience.

The performance criteria must be met in one communication. Evidence should be retained for example, using a checklist, video or audio recording. A brief note of the context and source of the information should accompany the evidence.

National Unit Specification: support notes: summary

UNIT English and Communication: Oral Communication (Access 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

While all language purposes may be covered in this unit, there will be a particular focus on purposes related to the presentation of information, ideas and opinions, orally or in the candidate's normal mode of communication.

The candidate will deliver, contribute to, watch, listen, discuss a selection from such texts as:

- individual speeches and presentations
- extracts from broadcast communications (news, documentary, debate, advertisement)
- group discussions
- those which form the focus of literary and language study in other units
- real life situations within candidate's work/learning/home environments.

The candidate will engage in a variety of language activities such as:

- planning and constructing simple communication for specific purposes and audiences
- rehearsing and delivering simple communication for specified purposes and audiences mindful of social conventions
- contributing appropriately to group discussion of topics and texts
- making a personal response to a range of communication.

Outcomes

- 1 Listen/watch and respond to a simple communication.
- 2 Deliver a simple oral communication.

National Unit Specification: support notes (cont)

UNIT English and Communication: Oral Communication (Access 2)

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit comprises two outcomes which focus on listening/watching and responding to a simple communication and delivering a simple oral communication.

The summary table gives indication of content and context. The nature of the content and context for communication will differ according to whether the unit is taught as a free standing unit or as part of programme of study.

This unit seeks to develop the skills of conveying and receiving information using appropriate social conventions. These conventions may be indicated by posture, sitting, standing, physical distance, eye contact, tone, pitch and volume of voice, taking into account any special needs experienced by the candidate. Whatever content/context is selected by the teachers and lecturers it is essential that this is enhanced by real life situations in which the candidate consolidates the skills which have been taught.

As in the case of any unit taught as a free-standing unit, there will be a need to set time aside to create the content and context which will provide the resources for the candidate's ideas. For example, if the subject chosen by the class is 'bullying', time will need to be set aside for reading about and discussing the topic before candidates listen/watch and respond to a simple communication. The focus for this unit when it is studied for its own sake may be the personal, social and vocational/learning needs of the candidates.

If, however, the unit is to be taught as part of a programme of study, the context and content may be derived from reading and discussion appropriate to the content or context of other units.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

The skills required by the candidate to achieve the outcome may be associated with:

- the ability to pay attention in order to receive information,
- the ability to convey and receive information for a variety of purposes in a variety of contexts to do with personal need, social need, vocational/learning purposes.

The listening/watching skills can only be measured through the quality of the response and could be assessed in a variety of ways depending on the needs of the candidates.

National Unit Specification: support notes (cont)

UNIT English and Communication: Oral Communication (Access 2)

Suitable contexts/texts for listening/watching may be:

- extracts from ‘live’ presentations, dialogues or debates
- extracts from soap operas
- advertisements
- extracts from news programmes – bulletins, features and reports
- extracts from interviews
- a spoken interaction with one or more people in a real life setting
- a presentation with or without the use of audio-visual aids.

This list is not exhaustive.

Outcome 2

In order to develop skills in delivering a simple oral communication, candidates will need:

- an understanding of what facilitates/prevents effective communication
- an understanding of how to go about improving their skills
- an opportunity to reflect on and evaluate their progress
- feedback from the teacher/lecturer or peers.

Referring to the first skill listed above, good practice suggests that the best approaches are for the teacher or lecturer to:

- share the criteria for successful communication with the candidate
- focus during the teaching and formative phases – on one of the criteria on any one occasion, for example, posture, physical distance, eye contact, tone, pitch and volume of voice
- provide and discuss with the candidate or the class, models of good communication, sometimes, if possible their own
- note that the relevance of the communication and the structure is important.

These models may be derived from the examples of texts and contexts in Outcome 1.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

In summative assessment, care must be taken both in the selection of the contexts/ texts and in the question design. Questions should be designed to create a framework within which the candidate has an opportunity to demonstrate coverage of both performance criteria. The candidate will listen/to watch a simple communication and respond to a series of questions by giving an adequate account of the main point of the communication which may be a piece of information or point of view. The candidate will also identify the purpose of the communication.

National Unit Specification: support notes (cont)

UNIT English and Communication: Oral Communication (Access 2)

Outcome 2

This outcome could be achieved in several ways depending on the needs of the candidate and the content and context in which the learning and teaching is taking place. A simple oral communication could result as a natural extension of the texts studied in other units in the programme where the candidate would be able to talk about the text, be able to identify nominated features of the text (for example, plot, character, setting) and make a personal response. The stimulus for the communication could arise from the candidate's interest in a particular leisure pursuit, views he/she holds on certain issues or as a result of work carried out in other curricular areas. If the candidate chooses to make a simple presentation to the class, some support through prompting or questioning is permissible. In this context the communication may be delivered to two or more familiar people, one of whom is identified as 'the listener' for assessment purposes.

Alternatively the candidate could be observed in a real life setting delivering a simple oral communication to meet a personal, social or vocational need.

Evidence could be recorded using a checklist, video or audio recording.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).