

National Unit Specification: general information

UNIT English: Individual Presentation (Access 3)

NUMBER DF5X 09

COURSE

SUMMARY

The Unit English: Individual Presentation focuses on talking and listening skills. Candidates will talk about issues, interests, ideas and texts in individual oral presentations. A range of basic skills will be developed as candidates talk for transactional and expressive purposes and interact with an audience.

This Unit is free-standing, and is additional to the component Units of the Access 3 Cluster in English.

The content of the Unit comprises:

- the basic skills required for individual talk, discussion and listening
- the basic skills required for reading and researching topics and texts
- the basic skills required for writing notes and plans
- knowledge of basic linguistic concepts relevant to unit study
- knowledge of a range of relevant oral and aural skills.

OUTCOME

Deliver an oral presentation.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, the Unit is designed to build upon skills and experience gained in previous study of oral skills.

Administrative Information

Superclass: KB

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National Unit Specification: general information (cont)

CREDIT VALUE

0.5 Credit at Access 3 (3 SCQF credit points at SCQF level 3*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

This Unit gives automatic certification of the following:

Complete core skills for the Unit	None	
Core skills components for the Unit	Oral Communication	Acc 3

Information on the automatic certification of any core skills in this Unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

National Unit Specification: statement of standards

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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

Deliver an oral presentation.

Performance criteria

Content

A few simple points of content which are appropriate to purpose are included.

Structure

The sequence of content is clear enough to enable the listeners to follow the speaker's thoughts; the presentation reaches a conclusion.

Expression

Mainly audible delivery and use of one or two verbal and/or non-verbal techniques indicate some attempt to engage with both topic and audience.

Interaction with Audience

There are some signs of awareness of audience requirements and reactions and there are relevant responses to at least one or two questions.

Note: according to purpose, content is likely to be reflection, ideas, opinion, argument, information.

Evidence requirements

The candidate's presentation must be essentially unassisted, last at least one minute and take place under supervision in the presenting centre of an audience of no fewer than two people.

The presentation must be such that all the criteria can be met, including those relating to point of view and interaction with the audience.

The candidate must meet all the performance criteria in one presentation.

Some form of evidence (for example, checklist, recording) should be retained. A brief note of the context and sources of the information should accompany the form of evidence.

At this level, some support through prompting is permissible, though such support should be limited.

National Unit Specification: support notes

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

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

While all language purposes may be covered in this Unit, there will be particular focus on purposes related to the oral presentation of information, ideas and opinions.

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

- individual speeches and presentations
- extracts from broadcast communications (news, documentary, debate, advertisement)
- group discussion
- those which form the focus of literary and language study in other Units.

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

- planning and constructing simple oral communications for specified purposes and audiences
- rehearsing and delivering simple oral communications for specified purposes and audiences
- making a simple oral presentation about a text or an aspect of a text or topic
- contributing constructively and purposefully to group discussion of topics or texts
- watching and/or listening to a range of oral presentations, speeches, interviews and group discussions
- responding critically to a range of oral presentations (for example, speeches, interviews, group discussions, broadcasts).

Outcome

Deliver an oral presentation.

The candidate will be assessed in individual talk.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The summary table gives an indication of content and context. There will be a need to set time aside to create the context and content which will provide the resources for candidates' ideas.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In order to develop skills in oral presentation, candidates will need:

- an understanding of what makes for a good presentation
- an understanding of how to go about improving their skills
- an opportunity to reflect on and evaluate their progress
- feedback from the teacher/lecturer and/or other candidates.

National Unit Specification: support notes (cont)

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Good practice suggests that the best approaches are for the teacher or lecturer to:

- share the criteria for a successful presentation with the candidate
- focus – during the teaching and formative phases – on no more than two aspects for improvement on any one occasion
- provide and study with the class models of good and poor presentations, sometimes, if possible, their own
- encourage candidates to choose such topics as personal experience of part-time work, hobbies, interests, sporting and other abilities
- note that close consideration should be given to the length and clarity of the communication
- note that the length of the oral communication, topicality, structure and/or relationships are important.

Models may be derived from such sources as:

- news bulletins/features, extracts from broadcasts and reports
- schools and further education broadcast programmes
- extracts from documentary or factual magazine programmes from television and radio
- extracts from current affairs or discussion broadcasts
- extracts from ‘live’ presentations, dialogues or debates.

Where appropriate, candidates should be encouraged to use:

- prompt cards
- illustrative material/overheads/handouts.

The presentation may be in Scots.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

As assessment is an integral part of the learning and teaching process, the candidate should be encouraged to undertake a number of activities for formative purposes.

It should also be made clear that success in this outcome does not depend wholly on the candidate’s knowledge: the Unit is concerned with oral skills.

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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September 2003).