



National Unit Specification: general information

UNIT Listening and Responding to Simple Texts (Access 1)

CODE F383 07

SUMMARY

This Unit is part of a suite of Access 1 Units at Supported level. This Unit has been designed to give candidates with severe and complex learning needs an opportunity to listen and respond to a variety of simple texts and to participate in activities related to simple texts. The Unit allows candidates to participate in the activities that are appropriate to their individual needs. Candidates should be allowed to use their normal mode of communication while undertaking this Unit.

NOTE: The candidate will do this Unit with the appropriate level of support and resources. Some candidates may progress from requiring a high level of support, to working more independently, while others may always require full adult support. Levels of support are defined in *Guidance on Learning and Teaching Approaches* in the Support Notes section.

OUTCOME

1 Listen and respond to simple texts.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1*).

**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.*

Administrative Information

Superclass: HB

Publication date: March 2008

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

UNIT Listening and Responding to Simple Texts (Access 1)

CORE SKILLS

There is no automatic certification of Core Skills/Core Skill components in this Unit.

National Unit Specification: statement of standards

UNIT Listening and Responding to Simple Texts (Access 1)

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 SQA.

OUTCOME 1

Listen and respond to simple texts.

Performance Criteria

- (a) Listen to simple texts.
- (b) Indicate a preference for a simple text.
- (c) Participate in an activity related to a simple text.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence is required to demonstrate that the candidate is able to:

- ◆ listen to a minimum of **two** simple texts. Each text should be from a different style and should be delivered in a different way
- ◆ indicate a preference for **one** particular text from a choice of at least **two** provided
- ◆ participate in **one** activity related to a simple text

This performance evidence can be recorded on an observation checklist, photographic evidence or an audio or video recording.

Each candidate should be allowed to provide evidence by the use of his/her normal mode of communication which may be verbal or non-verbal.

National Unit Specification: support notes

UNIT Listening and Responding to Simple Texts (Access 1)

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

The support notes outline the range of learning and teaching approaches, which are suitable for the diverse needs of different candidates.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit gives candidates the opportunity to experience a variety of texts from different genres which may be delivered through different media. The Unit allows candidates to listen and respond to simple texts and to take part in an activity that is related to one of the texts.

This Unit has been designed to take account of the need to retain and reinforce skills for candidates at this level. For this reason this Unit has a degree of overlap with the Unit *Listening and Responding to Simple Scottish Texts*. However, evidence of assessment from one Unit **SHOULD NOT** be used as evidence for assessment for the other Unit as repetition gives the candidate the opportunity to demonstrate reinforcement and retention of skills.

While it is intended that candidates should engage in the total learning experience, it is recognised that some candidates may require to spend longer on certain Performance Criteria. Teachers/lecturers should decide, on the basis of individual candidate needs, where the emphasis of learning should lie and when specific Performance Criteria should be assessed and recorded.

A candidate who successfully completes this Unit may progress to other Units at Supported level. Some candidates may also be able to progress to Access 1 Independent level Units if they show they are capable of working with less support.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Texts and Activities

A wide selection of texts that are suitable for candidates at Supported level should be used in preparation for assessment. Texts should be drawn from a variety of styles such as prose, poetry, drama and mass media. These texts can be delivered to candidates through a variety of media, for example, a teacher/lecturer reading an audio tape, DVD or a video.

A cross-curricular approach could be successfully used with this Unit. The activity which is linked to one of the texts the candidate has listened to could be based on a character, a setting, a subject or a theme from the text.

National Unit Specification: support notes (cont)

UNIT Listening and Responding to Simple Texts (Access 1)

Texts could be taken from:

- ◆ Large books
- ◆ Age appropriate picture books
- ◆ Cartoon strips
- ◆ Tactile books
- ◆ Radio, Audio tapes, CDs, DVDs
- ◆ Computer software
- ◆ Internet sites
- ◆ Theatre visits/pantomime

Activities linked to the ‘story/text’ could be delivered through or incorporating:

Expressive Arts	<ul style="list-style-type: none">◆ Drama incorporating puppetry◆ Drama incorporating story telling
Art	<ul style="list-style-type: none">◆ Wall Displays◆ Painting◆ Collages
Physical Education	<ul style="list-style-type: none">◆ Dancing/Movement to music◆ Sport/games
Music	<ul style="list-style-type: none">◆ Listening to music◆ Singing
Home Economics	<ul style="list-style-type: none">◆ Making/tasting different foods
Events	<ul style="list-style-type: none">◆ Religious Festivals◆ Local festivals◆ Historic events
Other Activities	<ul style="list-style-type: none">◆ Outings and Trips◆ Assemblies◆ Visitors to school/FE College

This list is neither prescriptive nor exhaustive but merely offers suggested resources and activities that could be undertaken by candidates. The candidate’s interests should be taken into account when selecting texts.

Levels of adult support

Candidates undertaking this Unit will require different levels of teacher/lecturer/assistant support.

This would include the following range:

- ◆ Candidates functioning at an experiential level, where they will always need total adult physical support to engage in the sensory learning experience.
- ◆ Candidates functioning at an experiential level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at awareness level.

National Unit Specification: support notes (cont)

UNIT Listening and Responding to Simple Texts (Access 1)

- ◆ Candidates functioning at an awareness level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at participation level.
- ◆ Candidates functioning at a participation level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the practical task with reduced adult support.
- ◆ Candidates who require constant prompting to engage in the practical task.
- ◆ Candidates who require reduced prompting to engage in the practical task.
- ◆ Candidates, who through familiarity of routine, become independent in most aspects of the practical task, but may always require intermittent adult support for specific aspects of the task.
- ◆ Candidates, who through familiarity of routine, become independent in all aspects of the practical task and maintain the skills learned.
- ◆ Candidates with significant motor impairment, who require the total physical support of an adult to engage in the practical task, but whose cognitive ability allows them to understand either elements of the process or the whole process.

The candidate should be allowed to use his/her normal mode of communication while undertaking this Unit.

Candidates who use augmentative technology or symbols to communicate should be given support as required.

Choice

It is intended that in the planning and delivery of this Unit teachers/lecturers will ensure that choice is an integral part of the learning and teaching process at every level. Teachers/ lecturers are encouraged to provide a range of enriched experiences, which take account of the needs of the learner and the process of learning.

PC (b) Show a preference for a simple text

Completing Performance Criteria (b) could encompass the following range of candidate engagement, from experiential to independent functioning. Candidates could engage with this task in one or more of the following ways:

- ◆ Candidates could show a preference for a simple text by matching for example:
 - Object to object
 - Object to label
 - Label to label
 - Pictorial to pictorial
 - Pictorial to symbol
 - Symbol to symbol
- ◆ Candidates could show a preference for a simple text by using symbol/pictorial with a single written word.
- ◆ Candidates could show a preference for a simple text by using a single written word.

National Unit Specification: support notes (cont)

UNIT Listening and Responding to Simple Texts (Access 1)

- ◆ Candidates could show a preference for a simple text from a simple written list.
- ◆ Candidates could show a preference for a simple text by following an oral instruction with signing/gesture.
- ◆ Candidates could show a preference for a simple text by following oral instructions.

Depending on the needs of the individual candidate, teachers/lecturers may incorporate the above approaches with either step-by-step demonstrations or with a demonstration for the entire task.

Resources to Support Learning and Teaching

The needs of the candidates will determine the resources required to ensure access to the Unit and engagement in the task. It is also recognised that for most candidates, language and communication resources in respect of the range of augmentative communication systems, will be prerequisite to effective functioning.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Assessment of this Unit is based on the level of adult support required by the candidate to ensure access to the learning experience. It is recommended where appropriate that centres keep a record of each candidate's progress while undertaking this Unit. This may be done by recording in Appendix 1, the appropriate support code given at the end of the Appendix 5. Some candidates may require the same level of support throughout.

It is recommended that this record of candidate progress is made available to any other centre which the candidate attends. It may also be included in the candidate's Individual Education Plan, Personal Learning Plan or Progress File.

For those candidates who, through practice and embedding of these skills, may become less reliant on adult support, the assessment of their performance may be delayed until they have reached their maximum level of functioning.

For those candidates with significant motor impairment, who require total adult support to engage in the physical aspects of the activity, but whose cognitive ability would allow them to indicate the steps and tasks within the process, it is this element of the activity that should be recorded and assessed.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required summative assessment, which is recorded for assessment purposes.

National Unit Specification: support notes (cont)

UNIT Listening and Responding to Simple Texts (Access 1)

Record of all assessment instruments used and evidence produced by each candidate should be retained for verification purposes. This evidence could be in the form of checklists recording the candidate's performance or recording the responses to questions, or may also be in the form of video, photographic or audio recordings of the candidate's response. All checklists and logs of video, photographic or audio recordings should be signed and dated by the teacher/lecturer who assesses the evidence and authenticates the record as an accurate record of the work of the named candidate.

The recording sheet provided at Appendix 1 may be used by centres to record the level of support individual candidates require to achieve each Performance Criterion, each Outcome and the overall Unit. The level of support required by candidates is not recorded on the Scottish Qualifications Certificate and so this particular recording sheet is **NOT** needed for SQA verification purposes. However, it is recommended that centres retain the completed recording sheets as an aid to tracking candidate progress and as a means to passing information to other centres to which candidates move.

The recording sheet includes space for up to three assessments of the same activity in case the centre wants to re-assess the candidate at later stages to see if the level of support required has improved. It should be noted, however, that candidates cannot be certificated more than once for a Unit and the certificate only states that a candidate has achieved an Access 1 level Unit. It does not state the level of support required.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: (Appendices)

UNIT Listening and Responding to Simple Texts (Access 1)

Appendix 1: Exemplar Recording Sheet not mandatory (refer to the Support codes in Appendix 5)

Candidate name: _____

Performance Criteria	Support code	Date	Support code	Date	Support code	Date
(a) Listen to simple texts.	CP	3/6/07				
(b) Indicate a preference for a simple text.	RP	3/6/07				
(c) Participate in an activity related to a simple text.	CP	3/6/07				

Overall level of support given to candidate: CP

Teacher/Lecturer signature S. Smith **Date** 3/6/07

National Unit Specification: (Appendices) (cont)

UNIT Listening and Responding to Simple Texts (Access 1)

Appendix 2: Blank Recording Sheet not mandatory (refer to the Support codes in Appendix 5)

Candidate name: _____

Performance Criteria	Support code	Date	Support code	Date	Support code	Date
(a) Listen to simple texts.						
(b) Indicate a preference for a simple text.						
(c) Participate in an activity related to a simple text.						

Overall level of support given to candidate: _____

Teacher/Lecturer signature _____ **Date** _____

National Unit Specification: (Appendices) (cont)

UNIT Listening and Responding to Simple Texts (Access 1)

Appendix 3: Exemplar Assessment Checklist

Candidate name: _____

Performance Criteria		Signature/ Date
(a) Listen to simple texts.	<p>Text 1 Joe is interested in transport so he listened to a story about fire engines. He concentrated for over 3 minutes.</p> <p>Text 2 Joe listened to a story about pets and watched a DVD about pets.</p>	<p><i>S Smith</i> 23/10/06</p> <p><i>S Smith</i> 15/03/07</p>
(b) Indicate a preference for a simple text.	Joe pointed to the large book with the picture of the fire engine on the front. He ignored the other book displayed for him to choose from.	<i>S Smith</i> 27/10/06
(c) Participate in an activity related to a simple text.	<p>Activity 1 Joe completed a transport puzzle.</p> <p>Activity 2 Assembly topic was ‘Pets’, the class practised for Assembly by singing songs about pets/animals and then sang a song as our class’s contribution to assembly this week.</p>	<p>S Smith 23/10/06</p> <p><i>S Smith</i> 15/3/07</p>

Teacher/Lecturer signature *S. Smith* **Date** 15/3/07

National Unit Specification: (Appendices) (cont)

UNIT Listening and Responding to Simple Texts (Access 1)

Appendix 4: Blank Exemplar Assessment Checklist

Candidate name: _____

Performance Criteria		Signature/ Date
(a) Listen to simple texts.		
(b) Indicate a preference for a simple text.		
(c) Participate in an activity related to a simple text.		

Teacher/Lecturer signature _____ **Date** _____

Appendix 5

Codes to Facilitate Recording

Teachers should exercise their professional judgement in determining the overall code for the Unit.

E1 (Experiential 1)

Candidates functioning at an experiential level, where they will always need total adult physical support to engage in the sensory learning experience.

E2 (Experiential 2)

Candidates functioning at an experiential level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at awareness level.

A (Awareness)

Candidates functioning at an awareness level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at a participation level.

P (Participation)

Candidates functioning at participation level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the practical task with reduced adult support.

CP (Constant Prompting)

Candidates who require constant prompting to engage in the practical task.

RP (Reduced Prompting)

Candidates who require reduced prompting to engage in the practical task.

IS (Intermittent Support)

Candidates, who through familiarity of routine, become independent in most aspects of the practical task, but may always, require intermittent adult support for specific aspects of the practical task.

Ind (Independent)

Candidates, who through familiarity of routine, become independent in most aspects of the practical task and maintain the skills learnt.

CA (Cognitive Ability)

Candidates with significant motor impairment, who require the total physical support of an adult to engage in the practical task, but whose cognitive ability allows them to understand either elements.