



National Unit Specification: general information

UNIT Listening and Responding to Simple Scottish Texts
(Access 1)

CODE F384 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 Scottish texts and to participate in activities related to simple Scottish 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.

OUTCOMES

1 Listen and respond to simple Scottish texts.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HB

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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.*

CORE SKILLS

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

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 SQA.

OUTCOME 1

Listen and respond to simple Scottish texts.

Performance Criteria

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

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

Each candidates 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

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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 Scottish texts from different genres which may be delivered through different media. The Unit allows candidates to listen and respond to simple Scottish 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 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 Scottish texts that are suitable for candidates at Supported level should be used in preparation for assessment. For the purpose of this Unit a Scottish text should be defined as having a Scottish subject, theme or setting. 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 Scottish texts the candidate has listened to could be based on a character, a setting, a subject or a theme from the Scottish text.

National Unit Specification: support notes (cont)

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Text could be taken from:

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

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">◆ Investigating tartan◆ Wall displays
Physical Education	<ul style="list-style-type: none">◆ Scottish dancing◆ Scottish games
Music	<ul style="list-style-type: none">◆ Listening to Scottish music (traditional and modern)◆ Singing Scottish songs
Home Economics	<ul style="list-style-type: none">◆ Making/tasting Scottish foods for example porridge, bannocks, oatcakes, broth, shortbread
Scottish Events	<ul style="list-style-type: none">◆ Burns Night◆ St Andrews Day◆ Hogmanay◆ Uphellya◆ Local festivals
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.

National Unit Specification: support notes (cont)

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Teacher/Lecturer 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.
- ◆ 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.

National Unit Specification: support notes (cont)

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PC (b) Show a preference for a simple Scottish 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 Scottish 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 Scottish text by using symbol/pictorial with a single written word.
- ◆ Candidates could show a preference for a simple Scottish text by using a single written word.
- ◆ Candidates could show a preference for a simple Scottish text from a Scottish written list.
- ◆ Candidates could show a preference for a simple Scottish text by following an oral instruction with signing/gesture.
- ◆ Candidates could show a preference for a simple Scottish 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)*.

National Unit Specification: support notes (cont)

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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.

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 must 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 required 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 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.

National Unit Specification: support notes (cont)

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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)

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

NOTE: This recording sheet is not mandatory; it can be used to record and track candidate performance over time and can be kept as an internal record within the centre. The recording sheet is not required for External Verification purposes.

Candidate name: _____

Performance Criteria	Support code	Date	Support code	Date	Support code	Date
(a) Listen to simple Scottish texts.	CP	3/5/07				
(b) Indicate a preference for a simple Scottish text.	RP	3/5/07				
(c) Participate in an activity related to a simple Scottish text.	CP	9/5/07				

Overall level of support given to candidate: CP

Teacher/Lecturer signature P Campbell **Date** 9/5/07

National Unit Specification: (Appendices) (cont)

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

NOTE: This recording sheet is not mandatory; it can be used to record and track candidate performance over time and can be kept as an internal record within the centre. The recording sheet is not required for External Verification purposes.

Candidate name: _____

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

Overall level of support given to candidate: _____

Teacher/Lecturer signature _____ **Date** _____

National Unit Specification: (Appendices) (cont)

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Appendix 3: Exemplar Assessment Checklist

Candidate name: _____

Performance Criteria		Signature/ Date
(a) Listen to simple Scottish texts.	<p>Text 1 Sheena listened as teacher read 'To a Mouse'.</p> <p>Text 2 Sheena looked at the pictures as her teacher read a comic strip of 'The Broons'.</p>	<p>23/11/06 <i>P Campbell</i></p> <p>23/11/06 <i>P Campbell</i></p>
(b) Indicate a preference for a simple Scottish text.	When shown small soft toy mouse and the Broons book and asked which she would like to hear, Sheena pointed to the small mouse which we always display and pass round when listening to this poem.	23/11/06 <i>P Campbell</i>
(c) Participate in an activity related to a simple Scottish text.	<p>Activity 1 Sheena's class has produced a wall display in Art about the poem. Sheena helped to cut out the mouse, paste on the eyes and then put the mouse into the corn on the wall display.</p> <p>Activity 2 In the story the Broons attended a Burns Supper, Sheena and her class had a small Burns supper where they tasted haggis.</p>	<p>15/1/07 <i>P Campbell</i></p> <p>25/1/07 <i>P Campbell</i></p>

Teacher/Lecturer signature *P Campbell* **Date** 25/1/07

National Unit Specification: (Appendices) (cont)

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Appendix 4: Assessment Exemplar

Candidate name: _____

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