



**COMMUNICATION**  
**SCQF Level 4**  
**40 Hour Unit (F3GB 10)**

# CORE SKILLS UNIT

## What are Core Skills?

Core Skills are skills and abilities that everyone uses in their family and personal life, at work, in public, in the community, and in education and training.

The Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

They are important because they help you to be effective in almost everything you do. That's also why employers value them.

Improving your Core Skills helps you cope with today's quickly changing world. It will make you more confident, help you to learn more easily, and improve your career prospects.

## What is this Core Skills Unit about?

This Unit is about using straightforward reading, writing, speaking, and listening skills in situations in your personal life, at work, and in education.

If there are any words you don't understand in this Unit, your tutor will explain them to you.

## What should I know or be able to do before I start?

You may have achieved the Core Skills Unit in Communication at SCQF level 3 or be able to show that you have similar experience, for example writing letters or e-mails, reading magazine articles, talking about your experiences, or listening to and acting on instructions.

## What do I need to do?

### When you are reading:

- ◆ Pick out the important ideas and key points in a straightforward piece of non-fiction writing.
- ◆ Evaluate a piece of writing (for example, does it use language you understand, does it contain all the information you need and does it present both sides of an issue?)
- ◆ Decide whether or not a piece of writing has achieved its aim or purpose, giving evidence for your answer.

### When you are writing:

- ◆ Choose a format that is appropriate to the readers and the subject matter (for example, an e-mail, a letter, a diary, or blog entry).
- ◆ Choose appropriate layout, structure, words, and graphics.
- ◆ Include relevant information or ideas.
- ◆ Present the relevant information or ideas with some supporting detail in a logical order.
- ◆ Use spelling, grammar, and punctuation that help to make your writing clear on first reading (for example, structure of sentences, tenses of verbs, commas, question marks, and brackets).

## When you are speaking and listening:

- ◆ Express your ideas clearly (for example, by choosing suitable language; speaking clearly and loudly enough; varying speed and tone; pausing at appropriate points).
- ◆ Order and link the spoken information, opinions or ideas in a logical way (for example, a short talk with a beginning, middle, and end; instructions in the correct order).
- ◆ Use body language to help the way you speak (for example, by smiling; leaning forward; using appropriate gestures; making eye contact).
- ◆ Listen carefully to what others say, taking account of their contribution and respond accordingly (for example, by repeating information; giving extra information; asking questions to clarify anything that you do not understand; explaining your point of view).

## How do I get this Unit?

You will need to show that you have all the skills in the Unit.

### Reading

You will be asked to read a straightforward piece of non-fiction writing. You might then write a short report, or your tutor might ask you questions and make notes or record what you have said.

### Writing

You will produce a document (or a series of related documents) totalling at least 300 words that conveys several pieces of information and/or a clearly stated opinion. If you produce a series of related documents, one of these must contain no fewer than 200 words. Your document(s) can be hand written or word processed.

### Speaking and listening

You will take part in a discussion or give a short talk to one or more people. Your tutor will observe you and make notes or a recording.

You should also keep a brief record explaining the situation (for example, who was present, what was being discussed, and what was the purpose of the discussion). Your record might include any plan that you developed for your presentation/discussion.

## What might this involve?

Here are examples of some things you might do:

- ◆ Identify the main messages in an article on the need to recycle household rubbish and comment on how persuasive you find the article.
- ◆ Follow written instructions for using a piece of laboratory equipment and comment on how clear the instructions were.
- ◆ Write a personal blog to keep your family overseas up to date with what you are doing in the UK.
- ◆ Write a letter complaining about faulty sports equipment supplied to your local club.
- ◆ Discuss with fellow students the arrangements for a study trip you are planning.
- ◆ Give a short talk to new mothers, describing your own experiences of bringing up young children.

## What can I do next?

You could move on to the Communication Unit at SCQF level 5. You could think about doing other Core Skill Units in:

- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

Your tutor can advise you about this.

## Guidance for tutors

Learners at SCQF level 4 are expected to be able to communicate with others at a straightforward level and may require some support to carry out the activities. The work undertaken in assessments should be routine.

### Reading

Reading material should be mainly familiar to learners and routine to their situation, and may include images as well as words. Vocabulary should be familiar but may include some accessible specialist or technical terms.

Sentences will usually be simple in structure and there will be a straightforward relationship between paragraphs or other structural divisions. The communication should express its content in a direct, uncomplicated way and key points should be easily identifiable. The layout, use of graphics, and language should match the aim or purpose of the piece of writing.

Learners must prove that they can do the whole of the activity at one time. They should not gather evidence from different situations for different parts of the activity.

### Writing

Learners must produce a document (or a series of related documents) totalling at least 300 words, which conveys several pieces of information and/or a clearly stated opinion. If a portfolio of related pieces is used, it should include a substantive piece of no fewer than 200 words.

### Speaking and listening

The oral communication must be one spoken interaction between the learner and one or more people. This may be a discussion (lasting a minimum of three minutes) or the learner may give a short presentation lasting a minimum of two minutes, with additional time for questions. The topic should be one that is straightforward and familiar to the learners.

Further guidance is available in the accompanying Assessment Support Pack.

## **Disabled learners and/or those with additional support needs**

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## ADMINISTRATIVE INFORMATION

### Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 4



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