

## National Unit Specification: General Information

**UNIT** Communication (Access 2)

**NUMBER** D01B 08

### COURSE

### SUMMARY

This core skills unit seeks to develop the ability to respond to and produce very simple, brief written and oral communication which is very familiar and routine to the candidate's setting. This unit is designed to develop candidates' oral and written communication skills at a basic level for everyday purposes.

### OUTCOMES

- 1 Respond to very simple written communication.
- 2 Produce very simple written communication.
- 3 Produce and respond to very simple oral communication.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 Credit at Access 2.

### CORE SKILLS

Information on the automatic certification of core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

The attainment of this unit will lead to the automatic award of:

- Communication at Access 2.

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## Administrative Information

**Superclass:** KB

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## National unit specification: statement of standards

**UNIT**            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.

### **Note on range for the unit**

The outcomes of this unit should be demonstrated in relation to material which is very familiar and routine to the candidate's setting.

### **OUTCOME 1**

Respond to very simple written communication.

#### **Performance Criteria**

- a) Identify the purpose of a communication.
- b) Identify a piece of information in the communication.

#### **Evidence Requirements**

Written or spoken evidence that on one occasion the candidate has read an appropriate non-fiction text and has achieved all the performance criteria. Both performance criteria *must* be met within one task.

#### *Very simple written communication*

Non-fiction texts must be used. Texts will be related to the candidate's personal experience. The communication will be very brief, clearly presented and will express its content in a direct, uncomplicated way. The vocabulary will be familiar to the candidate and simple sentences will be used. Where linkage occurs, it will be straightforward.

### **OUTCOME 2**

Produce very simple written communication.

#### **Performance Criteria**

- a) The techniques used are mainly appropriate for purpose.
- b) Appropriate information is presented.

#### **Evidence Requirements**

One piece of written evidence or a portfolio of pieces to show that the candidate has achieved all the performance criteria. The piece, or pieces taken together, should amount to no fewer than 50 words.

## National unit specification: statement of standards (cont)

**UNIT**            Communication (Access 2)

### *Very simple written communication*

The candidate will produce very simple written pieces that convey information of a basic nature, which may comprise one item of information and/or factual description. Where appropriate, opinions may be presented in concrete personal terms without any supporting evidence. The layout, word choice and any use of graphics or pictures will support the purpose of the communication. The vocabulary and sentence structure will be very simple. Errors may be present but these will not prevent the reader from grasping the meaning after further reading.

### **OUTCOME 3**

Produce and respond to very simple oral communication.

#### **Performance Criteria**

- a) An adequate range of spoken language structures is used.
- b) The communication conveys very simple information, opinions or ideas.
- c) Delivery takes account of situation and audience.
- d) Responses take account of the contributions of other(s).

#### **Evidence Requirements**

All the performance criteria must be met in one spoken interaction (discussion or presentation) with one or more people. A brief note of context and source will accompany the evidence, which could take the form of a checklist or recording. An individual presentation should last for a minimum of one minute with additional time for questions.

#### *In a spoken interaction at this level*

The candidate will convey a minimum of one item of information, an opinion or idea at a basic level. Very simple vocabulary will be used and the structure of the communication will allow the speaker's meaning to be conveyed. Although there may be weaknesses in word choice, register and structure, these will not prevent communication with members of a group or audience. Delivery will be mainly audible with occasional use of appropriate non-verbal conventions. The candidate will respond to points of view or questions from others.

## National unit specification: support notes

### UNIT            Communication (Access 2)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

#### **GUIDANCE ON CONTENT AND CONTEXT**

The content and context for this core skills unit should be appropriate to the personal and vocational needs of the candidate.

Core skills units are stated at five levels of attainment, with activities becoming progressively more demanding in breadth and depth, and in the extent of individual autonomy required. The appendix to this unit shows the relationship between the levels in Communication.

The programme in Communication should develop:

- the basic skills required for reading simple texts
- the basic skills required for reading and researching simple topics and texts
- the basic skills required for very simple informational and expressive writing
- the basic skills required for writing very simple notes and plans
- the basic skills required for talk, discussion and listening at a simple level.

The programme in Communication should provide opportunities to:

- use language for a variety of purposes with a balance between productive and receptive modes
- use language in a range of settings - personal, social and vocational
- read a variety of texts which offer a range of reading demands
- use a range of written forms including graphical and pictorial
- use a range of forms of oral communication with a balance between productive and receptive modes.

#### **Outcome 1**

Non-fiction texts must be used. Texts should comprise several very simple, brief sentences which express their content in a direct uncomplicated way. All vocabulary should be familiar to the candidate. The texts should be related to the candidate's personal repeated experience. Texts with a practical purpose are most suitable; e.g. a leaflet; a notice; a set of instructions. Texts may also include images which assist the candidate's understanding, e.g. mail order catalogues; simple media advertisements; instruction leaflets; simple diagrams; tables; common signs; newspaper photographs with captions.

The *purpose* of the communication should be to convey a single item of information or a basic point of view.

The *conventions* used - layout, use of graphics, and any other material - should support the purpose and should assist the candidate to identify the purpose of the text.

## National unit specification: support notes (cont)

**UNIT**            Communication (Access 2)

### **Outcome 2**

Candidates should use language for a variety of purposes appropriate to their individual needs, e.g., conveying information; describing feelings; keeping records.

Written communication which the candidate produces should be related to personal interests or an area of study or the work setting.

Texts may be, for example, a notice; postcard; diary entry; log book entry. Texts may also include images, e.g. simple maps, tables, sketches or photographs may be used in support of the written text. The images may be produced by the candidate or selected from a bank of images. Layout, word choice and any use of graphics or pictures should be appropriate to purpose.

It is anticipated that a word length of no fewer than 50 words would be required to demonstrate competence at this level. Where a portfolio of evidence is being used for assessment requirements (e.g. postcard and diary entry) the pieces should be linked and cover an issue related to personal interest, an area of study or the work setting. The pieces taken together should amount to no fewer than 50 words.

### **Outcome 3**

Candidates should use language for a purpose appropriate to individual needs, e.g. conveying information; describing feelings; responding to questions. They should be able to convey a minimum of one item of information, or give an opinion or present an idea at a basic level.

In their spoken interaction, candidates may, for example:

- deliver a straightforward message
- provide basic information
- take part in a brief discussion on a simple, familiar topic.

Topics might include, for example, findings from a project or a piece of research on which the candidate has been working, or a tutorial topic which is explored in discussion. Individual talk will convey very simple information or express a point of view at a basic level. At this level, an individual presentation should last for a minimum of one minute with additional time for questions. A group discussion will deal with a very simple topic.

In *taking account of contributions of others* candidates should be able to repeat information, ask a question or answer a question, as appropriate.

*Delivery* should be mainly audible with occasional use of appropriate non-verbal conventions e.g. occasionally making appropriate eye contact; pausing at appropriate points.

In creating a checklist for Outcome 3, teachers and lecturers should find the detail provided under *Evidence Requirements* helpful.

## **National unit specification: support notes (cont)**

**UNIT**            Communication (Access 2)

### **GUIDANCE ON TEACHING AND LEARNING APPROACHES**

The learning and teaching approaches should encourage candidates to identify the evidence of their attainment and to transfer the skills acquired to other contexts.

Programmes of work in Communication should be designed to engage candidates in the varied and purposeful use of interrelated skills of language through a range of tasks. These tasks may reflect the candidates' vocational interest or may be of more general interest. It is recommended that these tasks should be negotiated and planned in such a way that the evidence required for assessment is generated in the course of ongoing work rather than as a discrete exercise.

Learning and teaching in Communication should be active and candidate-centred. Candidates should have the opportunity to plan and make decisions for themselves, to show initiative and independence and to work co-operatively in groups. Activities should provide opportunities to use language in real situations for real purposes and may be part of projects or practical exercises set within the Communication programme or drawn from activities in other vocational and social contexts.

Opportunities for rewriting, reviewing, revising and evaluating by the candidate, by peers and by the teacher/lecturer should be seen as an essential feature of all formative activities. The candidates should be involved in activities which stretch their capabilities.

The use of dictionaries should be encouraged at all stages. Word processors, including those which can make use of spelling check type software, may be used by candidates.

In oral communication, recordings of candidate performance at this level would enable others to appreciate the standard required. Recorded evidence of candidate performance would also assist internal and external verification.

Where the Communication unit is being combined with another unit to create an enhanced learning and teaching programme, care must be taken to ensure that all aspects of each unit are covered and adequate time must be allowed for the coverage of both units. Such a programme would create opportunities to consolidate the skills gained in this unit.

### **GUIDANCE ON APPROACHES TO ASSESSMENT**

The statement of satisfactory performance for each outcome indicates the minimum required for the purpose of summative assessment. However, the number of activities undertaken by the candidate in the course of the unit should not be limited to those specified for assessment purposes. In awarding the candidate Communication at Access 2 the teacher/lecturer must be confident that the candidate will be able to demonstrate these skills in any context and set of circumstances.

## National unit specification: support notes

### UNIT            Communication (Access 2)

Teachers/lecturers must remember to distinguish between their differing roles in formative and summative assessment. In the former, as much help and support as is required by the candidate may legitimately be given by the teacher/lecturer. *Tasks which are used to provide evidence for summative assessment must be completed by the candidate unaided.* It would, however, be acceptable for the teacher/lecturer to draw the candidate's attention to any general area of error in relation to particular performance criteria or redirect him or her to the task in hand.

Where the candidate is responding orally in Outcome 1, detailed evidence (transcript, recording) must be retained for verification purposes. In Outcome 3, a brief note of context and source, whether for an individual talk or group discussion, should accompany the evidence, which could take the form of a checklist or recording.

Evidence of attainment should be gathered, wherever possible, from integrated activities, whether this unit is being studied as a stand alone unit or is being used in combination with others.

### 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* (SQA, 1998).

**Core skills units**

**Appendix**

**Communication: progression chart**

<b>Skill</b>	<b>Access 2</b>	<b>Access 3</b>	<b>Intermediate 1</b>	<b>Intermediate 2</b>	<b>Higher</b>
<b>Reading</b>	Respond to very simple written communication	Respond to simple written communication	Respond to simple but detailed written communication	Respond to accessible written communication	Respond to complex written communication
<b>Writing</b>	Produce very simple written communication	Produce simple written communication	Produce simple but detailed written communication	Produce well-structured written communication	Produce well-structured written communication on a complex topic
<b>Talking and listening</b>	Produce and respond to very simple oral communication	Produce and respond to simple oral communication	Produce and respond to simple but detailed oral communication	Produce and respond to oral communication	Produce and respond to oral communication on a complex topic