



COMMUNICATION
Speaking
SCQF Level 2
10 Hour Unit (F3GP 08)

CORE SKILLS UNIT

ASSESSMENT SUPPORT PACK

Part 1: Information for tutors

What is involved?

This Unit is one of a group of four:

- ◆ Listening
- ◆ Speaking
- ◆ Reading
- ◆ Writing

Together these deliver the complete Communication Core Skill at SCQF level 2. This Unit is about using spoken skills in everyday personal, workplace, social, and educational situations. The focus of the Unit is on transferable communication skills. It is designed for delivery in schools, colleges, workplaces, community, and other learning environments.

The learner will be expected to work only with very simple spoken information. The work will be simple and routine, using everyday language familiar to the learner.

Learner motivation can be maximised by making the spoken activities as relevant as possible. The activities should consist of an appropriate mix from personal, workplace, social, and educational examples. Also, integration of the communication activities with those of other SQA Units being undertaken should be explored. For example, when a learner is undertaking vocational or subject-specific Units, motivation for Communication can be increased if the learner can see the direct relevance of the task.

Assessment and evidence

Learners at SCQF level 2 are required to use very simple language in familiar everyday situations. You may provide them with a considerable level of support to carry out the activities.

For this speaking Unit the learner should deliver a very simple oral communication lasting around one minute. The topic should be one that is familiar to the learner, using everyday language.

You should try to identify naturally occurring opportunities for assessment where possible. For learners who are also working towards vocational or subject-specific Units, opportunities for assessment of communication skills could arise while completing vocational or subject-specific tasks that provide evidence for both Units. Some of the exemplars in this pack could be used or contextualised for this purpose.

The assessment process is likely to involve one or more of the following:

- ◆ observation
- ◆ recording
- ◆ oral questioning

When assessing by observation, you must keep a detailed checklist. Similarly, if you use oral questioning, you must keep a record of both the questions and learner responses. All evidence, whether produced by the learner or a record made by yourself, must be retained, signed, and dated by you.

Planning

You should work out where opportunities for meeting the standards are likely to arise. You should discuss the assessment process with learners so that they clearly understand what is expected of them.

Guidance on the Unit

What learners need to know or be able to do

The Unit states that learners will:

- ◆ express an idea or opinion clearly when speaking
- ◆ choose words that fit the topic and that listeners can understand
- ◆ use the voice to help their listeners understand easily
- ◆ use body language to support communication (eg smiling, making eye contact, and gestures)

Spoken skills can be developed and assessed in a number of ways that can be adapted to the personal situation of the learner, eg whether they are attending school or college, in paid or voluntary work, or engaged in community or social activities. The exemplar assessments contained in Part 2 give some contexts that could be used.

Expressing ideas

Learners should speak on a topic familiar to them. The main idea should be clearly expressed and the communication should last for around one minute.

Choosing vocabulary

Learners are not expected to use any complex or specialist words. The topic chosen should be one that lends itself to the use of simple words, familiar to learners.

Using the voice to promote understanding

Learners should make sure that they know what they want to say and then try to be relaxed. The simplest way for speakers to help listeners is to speak clearly and not too quickly, and make sure that they can be heard.

Body language

Body language can be a clue to the way the speaker is feeling. Learners should try to make use of this by smiling, making eye contact, and using simple gestures.

Gathering evidence

Written evidence is inappropriate for this Unit, though written notes and prompts prepared by the learner may be submitted to support assessment.

You should observe the learner carrying out a task and question them on its completion if necessary. This requires you to complete record sheets comprising a checklist, questions asked (if appropriate), and learner responses. A recording of the actual spoken interaction would be an advantage. Alternatively you can use, or adapt, the planning sheet and assessment checklist supplied in Part 3.

From the learner's point of view, it is useful to have the means of keeping all the work of this Unit together. You can help here by creating and providing a workbook that includes all the evidence-gathering items. An alternative would be to provide worksheets that can be made into a portfolio or e-portfolio.

If you have chosen to integrate the Communication work with that of other Units being undertaken by the learner, it may be possible to assess this work as part of a larger single activity. In this case you must keep separate records of assessment decisions for this Unit.

Evidence may be gathered in a variety of ways. Some typical activities might be:

- ◆ agreeing or disagreeing with the viewpoint of a friend or colleague when discussing a familiar topic
- ◆ giving your name, address, and telephone number to another person
- ◆ explaining why it would be difficult to change the date of a meeting from the date already agreed
- ◆ asking a colleague to collect items of stationery from a workroom or store

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

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.

Part 2: Assessment guidance

You can use the exemplar assessments given in this section in several ways:

- ◆ to help identify the type and amount of evidence that the learner needs to produce
- ◆ to help identify the level of complexity in evidence required for this Core Skill at this level
- ◆ to help you create a contextualised assessment related to the learner's own situation

Exemplar assessments

Task: Use speaking skills in personal, workplace, social, or educational situations that involve very simple communication with one or more people.

Example context 1: Agreeing or disagreeing

Context: A discussion between learners in school or college, people attending an outreach or learning centre, workmates, or friends.

Issues for discussion might be:

- ◆ Is there too much football on TV?
- ◆ Is smoking bad for you?
- ◆ Should employers pay travel expenses to all their trainees?

Assessment: The learner must take an active part in the discussion and the assessor must complete an assessment checklist and record observation comments. A recording could also be made. Supplementary questioning may be used if necessary.

Example context 2: Providing information

Context: The speaker provides simple personal information to a fellow learner, colleague, or tutor.

This could include:

- ◆ their full name and how it is spelled
- ◆ address with postcode
- ◆ telephone numbers: landline and/or mobile
- ◆ a short description of home location

Assessment: The assessor should observe the delivery and complete an assessment checklist with observation comments. A recording could also be made. Supplementary questioning may be used if necessary.

Example context 3: Explaining

Context: The speaker explains to another learner, friend, or colleague why it would be difficult to change the date for a meeting.

The explanation could include:

- ◆ explaining that a date had already been agreed for the meeting
- ◆ reminding the listener when this date was agreed
- ◆ giving reasons why it would now be difficult to change

Assessment: The assessor should observe the delivery and complete an assessment checklist with observation comments. A recording could also be made. Supplementary questioning may be used if necessary.

Example context 4: Making a request

Context: The speaker asks a colleague to collect items of stationery from a workroom or store. This request could include:

- ◆ what items of stationery are needed
- ◆ where they can be found, eg workroom or store cupboard
- ◆ where the items are, eg which shelf, left- or right-hand side

Assessment: The assessor should observe the delivery and complete an assessment checklist with observation comments. A recording could also be made. Supplementary questioning may be used if necessary.

Notes for assessment

The learner must succeed in all skills in any one task to achieve this Unit.

Part 3: Exemplar recording documentation

This section provides forms that can be used for planning and recording learners' results.

Planning sheet

You can use this to help learners plan and/or provide supplementary evidence.

Assessment checklist

You can use this to make observation notes and record achievement for the task. The checklist identifies the skills that learners must demonstrate.

Planning sheet

Task: Use speaking skills in personal, workplace, social, or educational situations that involve very simple communication with one or more people.

Use this sheet to help you prepare for assessment.

Learner:	
What is your topic? What are your ideas on this topic?	
Who will you be talking to?	
How can you use your voice to help listeners understand you? For example: <ul style="list-style-type: none">◆ speaking slowly◆ speaking clearly◆ speaking loud enough	
How can you use body language to help the way you speak? For example: <ul style="list-style-type: none">◆ eye contact◆ smiling◆ using your hands	

Tutor signature..... Date.....

Assessment checklist: Speaking

Task: Use speaking skills in personal, workplace, social, or educational situations that involve very simple communication with one or more people.

Learner:		
Description of speaking task:		Duration:
Skills	Tutor feedback	Achieved (Yes/No)
Conveys at least one very simple item of information, opinion, or idea clearly when speaking.		
Chooses words that fit the topic and that listeners understand.		
Uses voice to help listeners understand easily. For example: <ul style="list-style-type: none"> ◆ pace ◆ tone ◆ volume 		
Uses body language to support communication. For example: <ul style="list-style-type: none"> ◆ smiling ◆ using gestures 		
Tutor signature:		Date:

ADMINISTRATIVE INFORMATION

Core Skills

This Unit is part of a suite of four Units that when completed give automatic certification of the Core Skill of Communication at SCQF level 2. The other Units in this suite are:

Communication: Reading at SCQF level 2

Communication: Writing at SCQF level 2

Communication: Listening at SCQF level 2



Credit value

1.5 SCQF credit points (0.25 SQA credits) at SCQF level 2

Unit code: F3GP 08
Superclass: KB
Publication date: August 2009
Source: Scottish Qualifications Authority
Version: 02

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