ENGLISH
Access 2 level

1st edition — published August 2009

National Course Specification

English (Access 2)

COURSE CODE   C115 08

COURSE STRUCTURE

This Course has three mandatory Units.

F796 08   **English: Language Study**
F797 08   **English: Literary Study**
F791 08   **English: Oral Communication**

This Course includes 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

PROGRESSION

This Course or its Units may provide progression to:

♦ the Access 3 English Course or its Units
♦ Standard Grade English at Foundation level
♦ further education
♦ supported employment

Additional copies of this Specification (including Unit Specifications) can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.   2

National Course Specification: Course details (cont)

COURSE English (Access 2)

CREDIT VALUE

The Access 2 Course in English is allocated 18 SCQF credit points at SCQF level 2*.

SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification 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

Achievement of this course gives certification of the following:

♦ Complete Core Skill — Communication at SCQF level 2
♦ Core Skills components — none

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of the Unit Specifications for this course.

National Course Specification: Course details (cont)

COURSE   English (Access 2)

RATIONALE

Within the English subject there are many, often quite different, components including: literature; language awareness; technical skills; media; language for life; drama; oral skills. Teachers and lecturers delivering the Course in English at Access 2 level will focus on the development of language skills for communication, understanding and enjoyment.

The study of English can provide opportunities for candidates to reflect on ideas, relationships, feelings, points of view and motivations and on how language has been used to convey these; candidates can also engage in producing language to clarify and convey these on a personal level. The three main broad purposes of language — informative, expressive and imaginative, inform the structure of the Course in the following ways.

Informative

Candidates will develop skills in conveying and interpreting information. Effective communication in contemporary society requires both understanding and command of appropriate vocabulary, structures and styles. In this Course, candidates will consider the purpose of non-fictional text and the needs of particular audiences.

Expressive

Candidates will develop their ability to articulate their views and feelings about a piece of fiction and to talk about a particular given topic.

Imaginative

Imaginative uses of language also have great significance for personal and linguistic development. It is an important function of education to help people develop their awareness of the potential of literature and the imaginative output of the media to enhance their intellectual growth. At Access 2, candidates will study simple works of fiction and explore their response to them.

COURSE AIMS

In addition to the aims contained in the rationale, the following aims can be identified in relation to the modes of language.

Receptive modes

Reading

Candidates will develop their basic reading skills through studying and responding to short pieces of factual literary and media texts which contain simple ideas conveyed in straightforward and accessible language structures.

Listening

Candidates will develop their basic listening skills through listening to instructions and through group discussion or responding to questions.

National Course Specification: Course details (cont)

COURSE   English (Access 2)

Productive modes

Writing

Candidates will develop their writing skills through the production of a short piece of text for a specified audience.

Talking

Candidates will develop their talking skills within the *Oral Communication* Unit where they will be involved in either presenting information or taking part in discussion.

Throughout the Course candidates will be working in a supported learning environment. This means that prompting and support will be given as appropriate by the teacher/lecturer as the candidates progress through the Units of the Course.

COURSE CONTENT

Summary of Course content

This Course comprises three mandatory Units. Candidates must achieve all three Units to achieve the overall Course award. The three Units are:

English: Language Study (Access 2)
English: Literary Study (Access 2)
English: Oral Communication (Access 2)

The content of the three Units that comprise the English Course (Access 2) should provide a programme of study that is both challenging and interesting for candidates. It is not envisaged that the Units should be taught in a particular sequence, rather that the Unit Outcomes should be covered within an integrated programme of study. For example achievement of Outcome 2 of the Unit *English: Oral* could be delivered as part of a study of an issue in the Unit *English: Language Study (Access 2)* or a text in the Unit *English: Literary Study (Access 2).*

Summary of Unit content

English: Language Study

This Unit is designed to help candidates become familiar with the purpose of different pieces of non-fiction text. With teacher/lecturer support candidates will identify the main points of the text being studied. Candidates will also produce a communication of their own; giving thought to the likely audience it is addressed to.

English: Literary Study

This Unit is designed to help candidates become familiar with the features of different pieces of fictional text. With teacher/lecturer support candidates will identify the main features and express a point of view in relation to the text being studied.

National Course Specification: Course details (cont)

COURSE   English (Access 2)

English: Oral Communication

This Unit focuses on talking and listening skills. A range of basic skills will be developed during tasks involving candidates giving a brief presentation on a given topic, listening to instructions and confirming details of the instructions.

ASSESSMENT

Courses at Access level differ from most of the Courses at the other levels in that there is no external assessment required. To achieve the Course award candidates must pass all three Units. Throughout the Course candidates will be working in a supported learning environment. This means that prompting and support will be given as appropriate by the teacher/lecturer as candidates make progress through the Units of the Course.

Candidates should be made aware of assessment criteria and instruments of assessment to be used. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of assessment are provided in the Unit specifications. Candidates will prepare for the Outcomes of each Unit, which will evolve through learning and teaching activities.

Assessment objectives

Assessment across the Units of this Course allows the candidate to demonstrate the development of various skills in relation to the use and understanding of language. It allows candidates to demonstrate the ability to:

♦   recognise features of fictional text such as plot, character and setting
♦   provide a personal response to a fictional text
♦   understand the purpose and meaning of simple non-fiction text
♦   create written communication
♦   listen to and understand simple verbal instructions
♦   orally present information to others

Unit assessment

Written and/or recorded oral evidence using the candidate's preferred method of communication is required for all Units in the Course. Evidence can be recorded using, for example, a checklist, video or audio recording.

Further details about Unit assessment for this Course can be found in the individual Unit Specifications and the National Assessment Bank (NAB) materials.

National Course Specification: Course details (cont)

COURSE   English (Access 2)

QUALITY ASSURANCE

All National Courses are subject to external verification. External Verifiers are trained by SQA to apply national standards.

The Units of all Courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects. Courses may be assessed by a variety of methods. To assist centres, Senior Verifier reports are published on SQA's website **www.sqa.org.uk**.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

Candidates will come to this programme from a wide variety of backgrounds and with different levels of prior attainment. There will be candidates who:

♦   have not participated in Standard Grade
♦   are adult returners
♦   have completed or are completing Standard Grade courses in some subjects and need more accessible provision in other areas of study
♦   wish to undertake a new area of study within the Access 2 framework to allow for lateral progression
♦   have progressed towards Access 2 from Access 1

This programme aims to meet the needs of all these candidates, and teachers and lecturers should take account of the different abilities and educational goals of all candidates.

Given the potentially diverse population within a group working at this level, the challenge for teachers and lecturers will be to develop an integrated provision which interests and stimulates more mature adult returners as well as younger learners but which at the same time allows for individual needs to be addressed.

As part of the induction process, teachers/lecturers should devote time to ensuring that candidates have a clear understanding of the expectations for the Course and Units by explaining and discussing Outcomes, Performance Criteria, Evidence Requirements and where appropriate Core Skills. Where appropriate, group/class discussion about the requirements of the Course may encourage the sharing of ideas and understanding.

Approaches to assessment

Evidence should be gathered at appropriate points as candidates make progress through the Course. Each candidate should be allowed to produce the evidence using his/her preferred mode of communication which may be verbal or non-verbal. Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account during the activities and when deciding upon appropriate levels of support.

National Course Specification: Course details (cont)

COURSE   English (Access 2)

Throughout the Course candidates will be working in a supported learning environment. This means that prompting and support will be given as appropriate by the teacher/lecturer as candidates progress through the Units of the Course.

Observation checklists and other records of assessment should be maintained and kept up-to-date in order to track candidate progress and to provide evidence for verification. Assessor observation checklists may relate to just one candidate, a group of candidates or a whole class.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates 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**

National Unit Specification: general information

UNIT   English: Language Study (Access 2)

CODE   F796 08

SUMMARY

This Unit is a mandatory Unit in the Access 2 English Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their English language skills.

This Unit is designed to help candidates become familiar with the purpose of different pieces of text. With teacher/lecturer support candidates will identify the main points of the text being studied.

OUTCOMES

1   Understand simple, brief non-fiction text.
2   Convey simple, brief, factual information in writing.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2).

*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

Achievement of this Unit gives automatic certification of the following:

♦   Complete Core Skill — none
♦   Core Skills component — Written Communication at SCQF level 2

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: statement of standards

UNIT English: Language Study (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 SQA.

OUTCOME 1

Understand simple, brief non-fiction text.

Performance Criteria

(a) Identify text with the most appropriate information on a given topic
(b) Identify the purpose of the text correctly
(c) Identify pieces of information given in the text

OUTCOME 2

Convey simple, brief, factual information in writing.

Performance Criteria

(a) Identify the audience for the proposed communication
(b) Information included in the written communication is accurate and relevant

National Unit Specification: statement of standards (cont)

UNIT   English: Language Study (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparation for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow them to remain on task or get them back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. Where a candidate normally requires the assistance of a reader and/or scribe to access the curriculum then the use of a reader and/or scribe will be acceptable for the assessment of this Unit, including the requirement for writing in Outcome 2. However, it should be stressed that where possible candidates should be encouraged to write as much as they can by themselves, without the aid of a scribe.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to all of Outcome 1.

For Outcome 1, each candidate must identify, from a range of alternatives:

♦   the text with the most appropriate information on a given topic
♦   the purpose of the text
♦   at least three pieces of information covered in the text

The text used for Outcome 1 must be a piece of non-fiction communication which can contain diagrams and/or illustrations where appropriate. Candidates should be given more than one piece of text to choose from. The text should contain simple sentences and cover a few simple facts or ideas and use vocabulary that is simple and accessible.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to all of Outcome 2.

For Outcome 2, each candidate must:

♦   identify the audience for the proposed communication
♦   produce a piece of text for the agreed audience which contains accurate information

The text produced for Outcome 2 should be at least 25 words in total. This could be made up of short sentences or the sum of words used in, for example, a list or on a poster or a diagram. The text must show use of very simple vocabulary and sentence structures.

National Unit Specification: support notes

UNIT   English: Language Study (Access 2)

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

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 is a mandatory Unit in the Access 2 English Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their English language skills.

This Unit is designed to help candidates become familiar with the purpose of different pieces of text. With teacher/lecturer support, candidates will identify the main points of the text being studied and will produce a communication of their own.

For Outcome 1, the teacher/lecturer should select an appropriate topic and texts relating to that topic depending on the age and individual abilities of each candidate. The text can be part of a communication which includes illustrations if appropriate. Some examples of the types of text that could be used are given below in the section Guidance on Approaches to Assessment for this Unit.

For Outcome 2, the teacher/lecturer should select an appropriate form of communication to suit the candidate. The audience could be a single person or a group of people and they could be known or unknown to the candidate. This could be for example an email message, a brief note, or an application form of some kind. It is important to note that where candidates normally require the assistance of a reader or scribe it will be acceptable for this type of assistance to be given to achieve Outcome 2. However, it is important that candidates are encouraged to try and write text themselves wherever they are capable of doing so.

There may be opportunities to integrate the delivery of this Unit with the delivery of other Units at Access 2 level. For example, if an email message is chosen for the communication produced in Outcome 2, the delivery of this Unit could be done in conjunction with the Unit *Computing Studies: Internet Applications.*

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is expected that there will be considerable teacher/lecturer input to prepare candidates for assessment. As assessment is an integral part of the learning and teaching process, the candidate should be encouraged to read as widely as is possible, looking at different types of text and texts written for different purposes and to undertake a number of activities for formative purposes.

At this level candidates should be dealing with texts and ideas within familiar contexts. Teachers and lecturers should introduce candidates to a variety of factual texts and will highlight the different ways in which information has been conveyed. Structure, layout, choice of vocabulary and style can be explored at a simple level and candidates should be encouraged to express their own views about the particular texts that are studied.

National Unit Specification: support notes (cont)

UNIT   English: Language Study (Access 2)

When identifying pieces of information contained within the text, candidates should be encouraged to label each piece of information (for example facts, ideas, suggestions, or opinions) where they are capable of doing so. However, this is not a requirement of the Unit but rather something that could be covered as part of the learning and teaching.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Achievement of this Unit gives automatic certification of the following:

♦ Complete Core Skill — none
♦ Core Skills component — Written Communication at SCQF level 2

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

In order to assess Outcome 1, teachers/lecturers should set the topic for candidates. The topic chosen should relate to a theme or themes that are of interest to the candidate wherever possible. Candidates should be given more than one piece of text and should be asked to identify the one that is most appropriate to the set topic. Some examples of appropriate types of text are provided in the table below:

Topic	Appropriate non-fiction text might include:
Looking to buy something	An advert for a product or service.
Looking for a place to stay	An advert for a flat to rent, a schedule from an estate agent.
Football	A football programme, a match report from the newspaper, an advert for an upcoming match.
Work	An advert for a particular job, an advert for specific careers, a job description.
History	A book on history, an article in a magazine or newspaper, a visitor's guide in a museum.
Food	A simple recipe, an advert for a brand of food product, a review of a restaurant, a menu for a restaurant.

Candidates must also identify the purpose of the text they have identified. The following table gives some examples of texts that could be used and the purpose of each:

Type of non-fiction text	Purpose of text
An advert for a product or service	To sell or promote a product or service.
An advert for a particular job	To get people to apply for the job that is advertised.
A newspaper article	To inform and update readers about an item of news.
A shopping list	To remind the shopper what items to buy.
Simple health and safety guidance	To highlight the importance of health and safety.
A basic set of instructions	To show the reader how to do something.
A simple recipe for food	To show the reader how to make the particular dish.

To achieve Outcome 1 candidates could give short answers, in writing or orally, to questions designed to allow him/her to identify correctly the purpose of the text and at least three pieces of information contained within it. For example, if the text was a short advert for a product, the three pieces of information might be: the colours the item can be bought in; the price of the product; and where the product can be purchased.

National Unit Specification: support notes (cont)

UNIT English: Language Study (Access 2)

Alternatively candidates could undertake an assignment designed to test his/her ability to read and understand simple written and diagrammatic information and carry out a task using at least three pieces of information contained in the text. This could involve making a poster, carrying out a simple experiment, following a simple recipe.

For Outcome 2, the information conveyed at this level will be basic and could include, for example, at least one key fact, idea, or opinion supported by some relevant detail. Diagrams, simple maps, tables, sketches or photographs may be used to support the response.

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).*

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates 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**

National Unit Specification: general information

UNIT   English: Literary Study (Access 2)

CODE   F797 08

SUMMARY

This Unit is a mandatory Unit in the Access 2 English Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their knowledge and understanding of simple English literature.

This Unit is designed to help candidates become familiar with the features of different pieces of fictional text. With teacher/lecturer support candidates will identify the main features and express a point of view in relation to the text being studied.

OUTCOMES

1   Recognise the features of a simple work of fiction.
2   Give a personal response to a simple work of fiction.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2).

*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.

National Unit Specification: general information (cont)

UNIT   English: Literary Study (Access 2)

CORE SKILLS

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

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

National Unit Specification: statement of standards

UNIT   English: Literary Study (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 SQA.

OUTCOME 1

Recognise the features of a simple work of fiction.

Performance Criteria

(a) Identify simple, obvious features of the simple work of fiction
(b) Identify an example of each feature in the work of fiction

OUTCOME 2

Give a personal response to a simple work of fiction.

Performance Criteria

(a) A personal point of view is clearly expressed regarding the simple work of fiction
(b) Provide a reason for own point of view with reference to the work of fiction.

National Unit Specification: statement of standards (cont)

UNIT   English: Literary Study (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparation for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow them to remain on task or get them back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. Where a candidate normally requires the assistance of a reader and/or scribe to access the curriculum then the use of a reader and/or scribe will be acceptable for the assessment of this Unit.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to all of Outcome 1.

For Outcome 1, each candidate must identify two features from the work of fiction. The features can include, for example: plot; character; setting; language used; subject. The candidates must also identify an example of the two features within the work of fiction.

The text used for Outcome 1 must be a piece of fiction which can contain diagrams and/or illustrations where appropriate. The text should contain simple sentences and convey a simple story or be part of a longer work. The vocabulary used should be simple and accessible.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to all of Outcome 2.

For Outcome 2, each candidate must express their own point of view with regard to a piece of fiction they have studied. The candidates must also give a reason for holding their point of view with reference to the work of fiction.

National Unit Specification: support notes

UNIT   English: Literary Study (Access 2)

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

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 is a mandatory Unit in the Access 2 English Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their English language skills.

This Unit is designed to help candidates become familiar with the features of different works of fiction, such as plot, characters, setting, etc. With teacher/lecturer support candidates will identify the main features, giving examples and express an opinion about the text studied.

For Outcome 1, the teacher/lecturer should select appropriate texts depending on the age and individual abilities of each candidate. The text could be a short story or poem, an excerpt from a longer work, film or audio recording.

For Outcome 2, the teacher/lecturer should try to encourage candidates to give some thought to the opinion they express in relation to the text. Rather than simply saying that they like or dislike a particular piece of writing, candidates should be encouraged to consider their emotional response and think about whether they feel, for example, happy, sad, scared or angry. The candidates must also be able to express a reason for the response they have given, based on the content of the work of fiction.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is expected that there will be considerable teacher/lecturer input to prepare candidates for assessment. As assessment is an integral part of the learning and teaching process, the candidate should be encouraged to read as widely as is possible and to undertake a number of activities for formative purpose.

It is important that candidates are aware of the difference between fiction and non-fiction. Some time should be taken to look at the differences and examples of the different pieces of text that could be given which the candidates have to label as either fiction or non-fiction. Candidates could also be asked to create their own examples of fiction and non-fiction.

At this level candidates should be dealing with texts and ideas within familiar contexts. Teachers and lecturers should introduce candidates to a variety of fictional works and should highlight the different features of each text studied. Structure, layout, choice of vocabulary and style can be explored at a simple level.

National Unit Specification: support notes

UNIT English: Literary Study (Access 2)

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

To be added following Core Skills Validation.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

In order to assess Outcome 1, teachers/lecturers should select a suitable work of fiction for use in the assessment. It will be important for the text chosen to exhibit some of the features mentioned previously in an obvious manner, using simple and uncomplicated language. For example, if the text chosen is a story, it might contain a few named characters with some simple descriptions, it might also follow a simple plot and include some details about the setting.

The assessment for Outcome 1 could involve candidates selecting the appropriate features from a range of options. Candidates could be given a list of possible features and be asked to highlight which ones are present within the work they have studied. The candidates must also identify one example from the text for each of the two features selected.

For Outcome 2, candidates should be asked to express their point of view regarding the text and give a reason to back up their point of view. This could be assessed either orally or in writing by providing candidates with a list of alternative points of view and asking them to select which one they think is most appropriate. Some candidates may be able to highlight specific passages in the text by underlining specific lines or sentences that explain why they hold the particular viewpoint they have expressed. Or where a film was used for assessment, candidates might refer to particular sequences or scenes from the film.

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).*

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates 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**

National Unit Specification: general information

UNIT   English: Oral Communication (Access 2)

CODE   F791 08

SUMMARY

This is a mandatory Unit in the Access 2 English Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their oral communication skills.

This Unit focuses on talking and listening skills. A range of basic skills will be developed during tasks involving candidates giving a brief presentation on a given topic and listening to instructions. Candidates will use their normal mode of communication throughout the delivery and assessment of this Unit which may include signing.

OUTCOMES

1   Listen and respond to simple verbal instructions.
2   Deliver a simple oral communication.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1credit at Access 2 (6 SCQF credit points at SCQF level 2).

*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

Achievement of this Unit gives automatic certification of the following:

♦   Complete Core Skill — none
♦   Core Skills component — Oral Communication at SCQF level 2

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: statement of standards

UNIT   English: Oral 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 SQA.

OUTCOME 1

Listen and respond to simple verbal instructions.

Performance Criteria

(a) Identify the main point(s) of the instructions
(b) Confirm the details of the instructions given

OUTCOME 2

Deliver a simple oral presentation.

Performance Criteria

(a) The content of the communication is clearly expressed
(b) The communication is comprehensible to a listener

National Unit Specification: statement of standards

UNIT   English: Oral Communication (Access 2)

EVIDENCE REQUIREMENTS

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparation for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow them to remain on task or get them back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. Where a candidate normally requires the assistance of a reader and/or scribe to access the curriculum then the use of a reader and/or scribe will be acceptable for the assessment of this Unit.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to all of Outcome 1.

For Outcome 1, candidates will provide evidence, written or oral, which demonstrates the correct identification of the main points of the instructions given. Candidates will also provide evidence that they have retained the details of at least three of the main points given in the instructions.

The instructions must relate to a particular task, such as: directions to a given destination; making a dish (recipe); fire drill; rules for workplace (health and safety); rules for a game; operating a PC.

For Outcome 2, candidates will be expected to deliver a brief presentation to two or more people who are familiar to the candidate. In their presentation candidates must, as a minimum:

♦   introduce the presentation (give candidate name and presentation topic)
♦   provide at least five pieces of information on the chosen topic
♦   answer at least one question from their audience
♦   use appropriate language and volume which allows the audience to understand the presentation
♦   make appropriate use of non-verbal techniques (such as a gesture and/or pause) during their presentation

Possible topics for the presentation might include, for example: a family pet; favourite TV programme; a hobby; music; sport; a holiday; a school trip; a shopping trip; a weekend activity; etc.

The Performance Criteria must be met in one communication. Evidence should be retained for example, using a checklist, video or audio recording.

National Unit Specification: support notes

UNIT English: Oral Communication (Access 2)

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

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 is a mandatory Unit in the Access 2 English Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their oral communication skills.

The Unit focuses on talking and listening skills. A range of basic skills will be developed during tasks which would involve candidates giving a brief presentation on a given topic and listening to instructions.

Candidates will use their normal mode of communication throughout the delivery and assessment of this Unit which may include signing.

Candidates should be encouraged to relate the material covered in this Unit to their own experiences. Where examples of spoken communication are used that are not familiar to a candidate then these should be explained and discussed in terms of purpose, style of delivery, setting, body language of speaker, etc., to broaden the candidate's awareness of the range and type of communications.

The instructions used for Outcome 1 should, where possible, relate to an issue that is familiar to candidates. This could be related to activities in their centre, such as the Fire Drill, or to things they may do at home, such as how to use the washing machine, or rules for storing food safely in fridges and cupboards.

The choice of instructions used may provide opportunities to integrate the delivery of this Unit with other Units in the SQA catalogue. For example, if a recipe was used to provide the instructions, delivery could link with a Home Economics Unit or if instructions for personal hygiene or home cleaning were used, delivery might be linked to a Unit from the Personal Development Course.

Candidates should be encouraged to express their own preferences and make their own decisions wherever possible. In terms of the presentation required for Outcome 2, candidates should be encouraged to decide for themselves what topic they would like to cover and the teacher/lecturer may find it helpful to offer suggested topics they can choose from, based on their knowledge of the candidates interests. Some candidates may need some prompting to come up with the content of their presentation but it is important that, wherever possible, candidates are encouraged to use their own ideas and to think for themselves.

The importance of speaking clearly and with sufficient volume during presentations should be stressed to candidate and different types of non-verbal communication that can be used should high-lighted. The importance of listening and responding to questions could also be examined as part of a class discussion.

National Unit Specification: support notes (cont)

UNIT English: Oral Communication (Access 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit comprises two Outcomes which focus on listening/watching and responding to a simple communication and delivering a simple oral communication.

Candidates should be introduced to a range of opportunities to hear and discuss spoken communication, which might include for example:

♦ individual speeches and presentations
♦ extracts from broadcast communications (news, documentary, debate, advertisement)
♦ group discussions
♦ those which form the focus of literary and language study in other Units
♦ real life situations within candidate's work/learning/home environments

This Unit seeks to develop the skills of conveying and receiving/retaining information. If possible, mention should be made during delivery of appropriate social conventions involved in oral communication, such as posture, sitting, standing, physical distance, eye contact, tone, pitch and volume of voice, taking into account any special needs experienced by the candidate. Although these factors will not form part of the assessment for the Unit it is anticipated that teachers/lecturers will try to cover them as part of the learning and teaching.

As in the case of any Unit taught as a free-standing Unit, there will be a need to set time aside to create the content and context which will provide the resources for the candidate's ideas. For example, if the subject chosen by the class is a cooking recipe, time will need to be set aside for reading about and discussing the topic before candidates listen/watch and respond to a simple instruction. The focus for this Unit when it is studied for its own sake may be the personal, social and vocational/learning needs of the candidates. If, however, the Unit is to be taught as part of a programme of study, the context and content may be derived from activities and instructions provided in relation to the content or context of other units within the programme.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Achievement of this Unit gives automatic certification of the following:

♦ Complete Core Skill — none
♦ Core Skills component — Oral Communication at SCQF level 2

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

In relation to Outcome 1, teachers/lecturers can choose from a range of approaches with regard to the verbal instructions that are given to the candidates. They could, for example, read out a list of instructions related to behaviour and conduct in the centre, they could read out the travel directions to a given location, or they could explain the evacuation rules in the event of a Fire Alarm. Alternatively, they could decide to use a video recording showing a set of instructions being delivered, this might be for example: a cookery television programme where a recipe and cooking instructions is given; an in-flight safety information message for aircraft passengers; or a road safety video.

Whichever approach is chosen for the oral delivery of the instructions, it will be important that they are simple in nature while containing sufficient content for candidates to identify the main point of the details of three instructions.

For Outcome 2, candidates will be expected to prepare and deliver a short presentation to a small group (two or more) fellow candidates or people who are familiar to the candidate. There is no need for visual aids, such as slides, for the presentation although some candidates may find it helpful to have a visual prompt to help them remember the topic and the main points they want to deliver.

The presentation should have an introduction where candidates could give their name and the topic of their presentation and the presentation must also cover at least five pieces of information. For example, if the candidate wanted to give a presentation about their dog the type of information they might include could be: the breed of dog; dog's name; age of dog; a favourite trick the dog does; and how often the dog needs to be walked.

During the presentation candidates need to speak loudly and clearly enough for those listening to understand what is being said. Candidates must be seen to use one or two non-verbal communication techniques which might include any of the following; smiling; nodding or shaking their head; pointing; and pausing between points. At least one of these is likely to occur naturally during the delivery of the presentation and teachers/lecturers should record what non-verbal communication was used on the evidence checklist.

Candidates need to respond to at least one question during or at the end of the presentation.

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).*

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates 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