

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7110711 **-Session-1991-92**
-Superclass- HD

-Title- **USING BASIC READING SKILLS**

-DESCRIPTION-

Purpose This module is designed to develop the candidate's reading skills at a basic level for different purposes.

The module is designed to meet the needs of a wide range of users eg. those involved in Adult Basic Education, those involved in government training programmes.

Alternative outcomes for candidates with special educational needs such as those arising from sensory impairment can be certificated by arrangement with SQA. Details of the procedures involved are set out in the Council's guidelines for candidates with special needs.

Preferred Entry Level No formal entry requirements.

Outcomes The candidate should:

1. read to follow instructions;
2. read to obtain information;
3. use a reference source.

Assessment Procedures Acceptable performance in this module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1

READ TO FOLLOW INSTRUCTIONS

PCs

- (a) Instructions are identified correctly.
- (b) Action is taken in accordance with the instructions.
- (c) Instructions are followed through accurately and successfully.

IA Practical Exercise

The candidate will undertake 3 practical exercises. One exercise will be undertaken for each of:

- (a) instruction described in words;
- (b) graphical/pictorial instructions;
- (c) safety instructions.

The exercises may be carried out in the workplace, in personal work projects or through projects/assignments/simulations over a period of time.

Satisfactory performance will be achievement of all the Performance Criteria in each of the 3 exercises.

OUTCOME 2

READ TO OBTAIN INFORMATION

PCs

- (a) Main ideas or significant pieces of information are summarised accurately.
- (b) Supporting information is identified accurately.

IA Restricted Response - Written or Spoken

The candidate will be required to answer written or spoken questions which are designed to elicit an understanding of material read.

The candidate will be required to read two different texts.

The questions may be undertaken in the workplace, in personal work projects or through projects/assignments/simulations over a period of time.

Satisfactory performance will be achievement of all the Performance Criteria for both texts.

OUTCOME 3 USE A REFERENCE SOURCE

- PCs
- (a) A source of information appropriate to purpose is identified correctly.
 - (b) The source of information is accessed correctly.
 - (c) The information required is identified correctly.

IA Practical Exercise

The student will undertake 4 practical exercises. Two exercises will be undertaken for each of:

- (a) reference material which is structured or indexed alphabetically;
- (b) tables with a minimum of two variables and where reference to other sources of information is required.

The exercises may be carried out in the workplace, in personal work projects or through projects/assignments/simulations over a period of time.

Satisfactory performance will be achievement of all the Performance Criteria in each of the 4 exercises.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

In this module, contexts should be related to and drawn from the interests of the candidate. The reading material should be relevant to everyday and working life. In the absence of special circumstances which might affect assessment procedures means silent reading and it should be purposeful.

The module should cover extracting information from a variety of sources including both reference and graphical material (which includes signs and labels, maps and tables).

Corresponding to Outcomes 1-3:

1. Clearly and spaciouly set out instructions with examples drawn from:
 - (a) instructions described in words and divided into clearly defined steps, (each step to contain a maximum of three short sentences);
 - (b) mainly graphical or pictorial (self-explanatory or with brief written notes);
 - (c) signs and labels.

Relating to (a) - (c), for example:

- (a) DIY self-assembly instructions; operating instructions on a photocopier or domestic electrical appliance; recipes.
 - (b) assembly instructions; instructions on a computer screen, maintenance instructions.
 - (c) safety notices; eg. those found on medicines, food packaging, washing instructions.
2. The written source should be short and simply written, not normally covering more than one A4 page. It should be clearly written and presented, containing no more than one main idea. Examples could include extracts from textbooks, fiction and biography; short features and articles from newspapers and magazines; advertising material.
3. (a) Reference material which is structured or indexed alphabetically; and (b) tables which have at least two variables and require reference to additional sources or keys to provide the information required. For (b), the information may need to be extracted from more than one table.

Examples for (a) could include dictionaries; encyclopaedias; car manuals; yellow pages; for (b) timetables; conversion tables; price lists; planner charts.

SUGGESTED LEARNING AND TEACHING APPROACHES

In order that the candidate can grow in confidence, opportunities must be provided for regular practice in reading a variety of materials for a variety of purposes. The reading skills required for this module should be exercised in a range of applications relevant to the candidate's needs and interests and not in an artificial or mechanical fashion.

To provide stimulation and motivation, a range of situations should be provided where the candidate can practise and extend relevant reading skills. By identifying the candidate's needs, reading can be made more relevant and so fluency should develop more quickly where the context matches these needs and the candidate's interests.

Each session should be recorded in a way which meets the needs of the learner and those of the organisation. This is most effective when the tutor and the candidate collaborate on the recording.

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