

# Core Skills Framework: an introduction

## Communication

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# Introduction

Core Skills enable people to put their knowledge and understanding into action flexibly, adapting them to new situations. Core Skills apply to a wide range of contexts in education and training, in life, and in work. They underpin and promote the development of learning and study skills, and provide a foundation for lifelong learning and personal development.

The importance of Core Skills is now widely recognised in employment and education. Lifelong learning which builds on people's Core Skills is essential if individuals are to meet their personal needs and the needs of society. In the workplace, employees at every level are increasingly expected to take responsibility for the quality of the products and services they produce or provide. Individuals who can analyse and solve problems, communicate well, use information technology, and work with others effectively, are well-equipped to assume the active, flexible and responsible roles which modern workplaces need.

A wide variety of skills and qualities are developed and used in education and training, in work and in life. Some of these are 'core' to personal development and performance.

First, there are skills for **tackling issues and problems**. These skills include being able to:

- ◆ think critically
- ◆ analyse situations and suggest courses of action
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and to draw conclusions for the future

Second, there are skills that are vital in enabling individuals to function effectively.

**Communication**, both orally and in writing, is essential for clarifying your own thoughts, for relating to others, and for learning and working. The **numerical skills** involved in processing, interpreting and communicating information can help you to understand, predict and solve many types of problem. Skills in **using information technology** are increasingly useful for obtaining and analysing information, for organising your ideas, and for communicating and working with others. And being able to **work with others** means having skills that help you to co-operate with others in learning and working situations to identify and achieve your shared goals.

## **The Core Skills**

Each Core Skill, and its components, can be assessed at each of five levels (Access 2, Access 3, Intermediate 1, Intermediate 2 and Higher — SCQF levels 2 – 6). This is a brief description of each component and the range activities that its assessment will involve at the different levels.

### **Communication**

Communication skills underpin almost all personal, social, learning and working activity. They are essential in clarifying your thoughts, in interacting and conversing effectively with others, in expressing thoughts and in conveying information, feelings and opinions.

#### **Oral Communication**

This component involves the ability to produce and respond to oral communication for a range of purposes and audiences. Essentially, it means being able to take part in discussions and make presentations, interacting with your audience as appropriate. Attainment levels range from:

- ◆ conveying basic information and opinions through short, informal communications on familiar topics

to:

- ◆ presenting and analysing complex information and issues through more sustained discussions or presentations on complex topics

#### **Written Communication**

This component involves the ability to produce and respond to written communication for a range of purposes and audiences. Attainment levels range from:

- ◆ dealing with brief communications expressing a few basic ideas or pieces of information about familiar topics

to:

- ◆ dealing with communications which analyse and explore complex information and issues

### **Numeracy**

To cope with the demands of everyday life, including work and study, people need to be comfortable with numbers and with graphs, symbols, diagrams and calculators. The skills needed for this are essentially those of interpreting, processing and communicating quantifiable and spatial information.

#### **Using Graphical Information**

This component involves the ability to use a range of graphical skills to interpret and communicate quantifiable information. Attainment levels range from:

- ◆ working in familiar contexts with simple specified tables and graphs

to:

- ◆ working in more abstract contexts and with more complex graphical information which may require some analysis, and where decisions have to be made on effective ways to communicate the information

### **Using Number**

This component involves the ability to apply a range of numerical and other relevant mathematical and statistical skills. Attainment levels range from:

- ◆ working confidently with basic numbers in everyday contexts

to:

- ◆ working confidently with more complex numerical concepts and techniques in more abstract contexts

### **Information Technology**

Information Technology is concerned with the electronic collection, organisation, analysis, presentation and communication of information. It encompasses all media types and formats as well as all relevant tools. The Core Skill focuses on the ability to use information technology to process information in a variety of ways which will be useful in work and in the home. It is not about developing IT specialists who will act as first-line support for others or install specialist systems.

### **Using Information Technology**

This component involves the ability to use an IT system to support a range of information-processing activities. Attainment levels range from:

- ◆ accessing the basic facilities of a computer system to perform simple processing of familiar data and to select information from a local database

to:

- ◆ making effective, responsible and secure use of a computer system, using software in a context requiring some analysis and design and retrieving information from a range of sources

### **Problem Solving**

The three components of this skill are stages in the process of tackling issues and problems in personal, social, vocational and occupational contexts. They are often used sequentially, and repeatedly, in a single context. Each skill can also be a major focus of activity on its own.

### **Critical Thinking**

This component involves using analysis and reasoning to make decisions and to create or suggest ideas, courses of action and strategies. Attainment levels range from:

- ◆ working in situations which involve a few, easily-identified factors set in familiar contexts

to:

- ◆ working in more complex situations which require a greater degree of analysis before approaches can be devised

### **Planning and Organising**

This component involves the ability to plan a task, taking account of available resources, and to manage the task to completion. Attainment levels range from:

- ◆ creating plans involving a small number of steps and using familiar resources

to:

- ◆ efficient management of a more complex plan, which may include a review of strategy and a degree of research in identifying the resources to be used

### **Reviewing and Evaluating**

This component involves the ability to reflect on and review the process of tackling issues and problems, to evaluate the Outcomes, and to identify where alternative strategies might have been used. Attainment levels range from:

- ◆ identifying some strengths and weaknesses in a strategy

to:

- ◆ identifying and gathering evaluation evidence, evaluating strategies, and making appropriate recommendations

### **Working with Others**

The inclusion of Working with Others as a Core Skill emphasises its importance in co-operative learning and working situations.

#### **Working with Others**

This component involves the ability to work with others to plan, agree and take responsibility for tasks, to support co-operative working in appropriate ways, and to review the effectiveness of one's own contribution. Attainment levels range from:

- ◆ taking allocated responsibility for tasks, seeking or providing information from/to others as required and reviewing one's own contribution

to:

- ◆ analysing tasks and negotiating goals, roles and responsibilities, anticipating and responding to needs of others and evaluating the effectiveness of one's own contribution



## Core Skills certification

Since 1999, candidates for a range of SQA qualifications have been able to show what they have achieved in Core Skills. Virtually all Standard Grade candidates should now get a Core Skills profile which will be reviewed each time they achieve a new SQA qualification. There is no need for candidates to achieve all Core Skills, or to complete a Group Award. Their profile will report their Core Skills achievements by component — so Core Skills certification is available to those who do not complete a whole Core Skill. With increasing emphasis being placed on Core Skills in education (including higher education), training and employment, it is important that candidates are given the opportunity to be credited for what they can do.

Candidates can achieve Core Skills through:

- ◆ any Unit or Course which has been audited against the Core Skills framework and validated as fully covering one or more Core Skills component
- ◆ named Core Skills Units

In the former case, certification will be automatic. Neither the centre nor the candidate will need to enter for the Core Skills component — the entry on the Core Skills profile will be generated automatically by SQA when the candidate achieves the relevant Unit or Course.

Named Core Skills Units are available for use by schools, colleges, higher education institutions, and training providers, and in the workplace.

All candidates undertaking a Scottish Group Award will have to achieve specified levels of attainment in Core Skills.

## Purpose of this document

The remainder of this document provides detailed technical specifications for each Core Skill for use by those designing and auditing Units, Courses, assessment programmes and Group Awards, and by staff of the Scottish Qualifications Authority.

**General skill**

Read and understand very simple written communication.

**Specific skills**

- ◆ identify the purpose of a brief written communication
- ◆ identify a piece of information in the written communication

**Further information on the general skill**

Reading material should be very familiar to candidates and routine to their situation. Texts with a practical purpose are most suitable — these are likely to include images as well as words. Vocabulary should be familiar to candidates. The communication will be very brief — using a few simple sentences — and should express its content in a direct, uncomplicated way. The purpose of the communication should be clearly embodied in conventions (eg layout, language, use of pictures or other supportive material) typical of this particular form.

**Further information on the specific skills**

The candidate must:

- ◆ read a brief written communication (text) which conveys one or two items of information — the text must be non-fiction
- ◆ identify the purpose of that text, showing awareness of the context within which the information is used, eg a warning, an instruction, an invitation
- ◆ identify a specific piece of information from the text

**Examples of tasks might include:**

- ◆ identifying a warning notice and extracting basic information
- ◆ identifying from a range of given options the purpose of a basic leaflet or advertisement and selecting simple information
- ◆ identifying from a range of given options the purpose of instructions and extracting the main idea(s)

**General skill**

Read and understand simple written communication.

**Specific skills**

- ◆ identify the significant ideas or main points in the written communication
- ◆ make a basic evaluation of the communication supported by a single piece of evidence

**Further information on the general skill**

Reading material should be familiar to candidates and routine to their situation. Texts with a practical purpose are most suitable — these may include images as well as words. Vocabulary should be familiar to candidates. The communication will be brief, the key points should be explicit and it should express its content in a direct, uncomplicated way. The purpose of the communication should be clearly embodied in conventions typical of this particular form, eg layout, use of graphics or other supportive material, vocabulary, level of formality.

**Further information on the specific skills**

The candidate must:

- ◆ read a brief written communication (text) which conveys several items of information — the text must be non-fiction
- ◆ extract the most important ideas/key points of information from that text
- ◆ say whether the text achieved its purpose, and give a reason

**Examples of tasks might include:**

- ◆ listing points of information from a simple letter, identifying from a range of choices what it is aiming to do and whether it does it
- ◆ identifying the main information from and commenting on the usefulness of a simple leaflet or advertisement
- ◆ explaining the aim and important points in a simple set of instructions and saying if they are helpful

**General skill**

Read, understand and evaluate straightforward written communication.

**Specific skills**

- ◆ give an accurate account of the important ideas or significant information in a written communication
- ◆ make a basic evaluation of the communication supported by evidence

**Further information on the general skill**

Reading material should be mainly familiar to candidates and routine to their situation and may include images as well as words. Vocabulary should be familiar to candidates but may include some accessible specialist words. 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 purpose of the communication should be embodied in conventions such as layout, use of graphics, and language consistent with the purpose and the intended reader.

**Further information on the specific skills**

The candidate must:

- ◆ read a written communication (text) which conveys several sets of information and/or a discernible opinion — the text must be non-fiction
- ◆ extract the main points from that text
- ◆ say how well the text meets its purpose, referring to aspects of the text such as conventions of layout, format and language used

**Examples of tasks might include:**

- ◆ identifying the main issues in a letter of complaint and saying whether it achieves its aim
- ◆ summarising and evaluating a short magazine article on a new product or process

**General skill**

Read, understand and evaluate written communication.

**Specific skills**

- ◆ identify and summarise significant information, ideas and supporting details in a written communication
- ◆ evaluate the effectiveness of the communication in meeting its purpose

**Further information on the general skill**

Reading materials may deal with topics and use vocabulary which candidates may reasonably have been expected to encounter through a general awareness of vocational or current issues. They may sometimes feature unfamiliar, abstract ideas and complexity in tone, point of view or central argument. A suitable text will combine factual content with analysis or present a sustained point of view. It may use some complex vocabulary and sentence structures, as appropriate to purpose and readership, and a structure which allows for exemplification. It may include images (eg diagrams, maps, tables, sketches or photographs) as well as words. The text may have more than one purpose, eg to inform and report or evaluate; to express a reaction and to persuade.

**Further information on the specific skills**

The candidate must:

- ◆ read a written communication (text) which combines factual content and analysis and/or presents a sustained opinion or argument — the text must be non-fiction
- ◆ summarise the significant ideas and detail within the communication, and explain how they are linked
- ◆ evaluate how well the communication meets its main purpose and the needs of its intended readers by referring to content, style and conventions such as layout, graphics and language

**Examples of tasks might include:**

- ◆ summarising a report on proposed health or safety issues and identifying the effectiveness for intended readership in terms of layout, format and language
- ◆ summarising the features and costs of equipment or training described in a detailed memorandum, evaluating how well the communication achieves the writer's purpose

**General skill**

Read and understand complex written communication.

**Specific skills**

- ◆ identify and summarise all significant information, ideas and supporting details in a complex written communication
- ◆ evaluate fully the effectiveness of a communication in meeting its purpose and the needs of its intended readership

**Further information on the general skill**

Reading materials may deal with topics and vocabulary which are abstract and may be unfamiliar to candidates. Information, ideas and meaning will be at a sophisticated level (often characterised by the number and relationship of ideas, by density of detail or by abstraction). The text may use complex/specialist vocabulary and make substantial use of sentences which are internally complex. The structure of the text will allow for exemplification and analysis. The text may include images (eg diagrams, maps, charts, tables, sketches or photographs) as well as words. The text will normally have more than one purpose, eg to inform or report and evaluate; to discuss and to persuade; to express a reaction; to share an experience and to draw conclusions/to recommend.

**Further information on the specific skills**

The candidate must:

- ◆ read a written communication (text) which is concerned with the presentation, analysis and synthesis of information and/or which explores an issue from several perspectives and/or which presents a sustained and sophisticated argument — the text must be non-fiction
- ◆ extract, summarise, and provide a full explanation of the relationships between all significant information, ideas and supporting detail within the communication
- ◆ evaluate fully how well the communication meets its purpose and the needs of its readers. Evidence given in support of this evaluation should include analysis of the relationship between the purpose and intended readership, and an examination of the conventions such as structure, layout, graphics, style, tone and language

**Examples of tasks might include:**

- ◆ analysing and summarising a company's annual report, inferring the purpose and commenting on the effectiveness of the presentation
- ◆ analysing and evaluating a complex article or paper and extracting information relevant to work processes
- ◆ summarising and evaluating research reports from a professional journal

**General skill**

Produce very simple written communication.

**Specific skills**

- ◆ present appropriate information
- ◆ use conventions which are mainly appropriate for the purpose

**Further information on the general skill**

Tasks used for assessment should be very familiar to the candidate and well-practised.

Texts may include images such as simple sketches or photographs in support of the written text. These images may be selected by the candidate from a bank of images or created by the candidate.

**Further information on the specific skills**

The candidate must:

- ◆ produce a brief written communication which conveys a simple item of information or a simple opinion presented in concrete personal terms
- ◆ use very simple vocabulary and sentence structures — errors may be present, but these should not prevent the reader from grasping the meaning after further reading

**Examples of tasks might include:**

- ◆ making simple log book entries
- ◆ sending a short note or e-mail
- ◆ making a simple notice

**General skill**

Produce simple written communication.

**Specific skills**

- ◆ present all essential ideas/information
- ◆ use a discernible structure
- ◆ use conventions which are mainly appropriate for the purpose and audience
- ◆ use spelling, punctuation and sentence structures which are sufficiently accurate to convey meaning

**Further information on the general skill**

Tasks used for assessment should be familiar and routine for the candidate.

Texts may include images such as simple maps, sketches, diagrams or photographs in support of the written text. These images may be selected by the candidate from a bank of images or created by the candidate.

**Further information on the specific skills**

The candidate must:

- ◆ produce a brief written communication which conveys several items of information and/or a discernible personal opinion
- ◆ use a format, layout and word choice which are appropriate to the purpose and target readership
- ◆ use simple vocabulary and sentence structures — errors may be present, but these should not prevent the reader from grasping the meaning.

**Examples of tasks might include:**

- ◆ writing a short letter or memo requesting information
- ◆ making log book entries



**General skill**

Produce simple but detailed written communication.

**Specific skills**

- ◆ present all essential ideas/information with some supporting detail in a logical order
- ◆ use a structure which is mainly appropriate to purpose and audience
- ◆ use conventions which are appropriate for purpose and audience
- ◆ use spelling, punctuation and sentence structures which are mainly accurate

**Further information on the general skill**

Tasks used for assessment should be mainly familiar to the candidates and routine to their situation.

Texts may include images such as simple diagrams, maps, tables, sketches or photographs in support of the written text. These images may be selected by the candidate from a bank of images or created by the candidate.

**Further information on the specific skills**

The candidate must:

- ◆ produce a written communication which conveys several sets of information and/or a clearly stated opinion with a measure of generality and objectivity
- ◆ organise the sets of information/aspects of content into a logical structure, with straightforward relationships between paragraphs or other divisions
- ◆ use a format, layout and word choice which are appropriate to the purpose and target audience
- ◆ use spelling, vocabulary and sentence structures accurately enough to convey meaning at first reading

**Examples of tasks might include:**

- ◆ completing an accident report supported by maps or diagrams
- ◆ writing or responding to a letter of complaint about faulty goods
- ◆ recording detail of procedures in a log/diary

**General skill**

Produce well-structured written communication.

**Specific skills**

- ◆ present all essential ideas/information and supporting detail in a logical and effective order
- ◆ use a structure which takes account of purpose and audience and emphasises the main points
- ◆ use conventions which are appropriate for the target audience and effective in achieving the purpose
- ◆ use spelling, punctuation and sentence structures which are consistently accurate
- ◆ vary sentence structure, paragraphing and vocabulary to suit the purpose and target audience

**Further information on the general skill**

The communication will have a clearly defined purpose and audience. Information will be presented and analysed, with selection and highlighting of the most significant. Ideas and opinions will be developed and supported by evidence.

Texts may include images (eg tables, diagrams or photographs) in support of the written text. These images may be created by the candidate or selected from a bank of images.

**Further information on the specific skills**

The candidate must:

- ◆ produce written communication which is concerned with the presentation and analysis of information and/or with developing an opinion or argument
- ◆ organise the content into a logical and effective structure, with clear linking between sentences and paragraphs or other structural divisions
- ◆ use a format, layout and word choice which are appropriate to the target audience and effective in meeting the purpose (eg in a report, appropriate structural subdivisions could be used)
- ◆ use spelling, vocabulary and sentence structures accurately. This may include some complex vocabulary and sentence structures. Where appropriate, sentences will show accurate handling of clauses. Although a few errors may be present, these will not be significant

**Examples of tasks might include:**

- ◆ a report or an article making a case for change
- ◆ minutes of a meeting and a detailed follow-up memo on issues discussed
- ◆ a detailed comparison of equipment with conclusions and recommendations

**General skill**

Produce well-structured written communication on complex topics.

**Specific skills**

- ◆ present all essential ideas/information and supporting detail in a logical and effective order
- ◆ use a structure which takes account of purpose and audience and links major and minor points in ways which assist the clarity and impact of the writing
- ◆ use conventions which are effective in achieving the purpose and adapted as necessary for the target audience
- ◆ use spelling, punctuation and sentence structures which are consistently accurate
- ◆ vary sentence structure, paragraphing and vocabulary to suit the purpose and target audience

**Further information on the general skill**

The communication will have a clearly defined purpose and readership and appropriate structure. Information will be presented, analysed and evaluated and/or ideas and opinions will be developed in relation to an issue which is explored in depth and considered from several perspectives; taking account of and refuting challenges. Appropriate complex topics may involve large numbers of related ideas, large amounts of detail (where the candidate must present clearly) or discussion of abstract or technical concepts. Texts may include images in support of the written text.

**Further information on the specific skills**

The candidate must:

- ◆ produce written communication which presents, analyses and evaluates a substantial body of information and/or develops an opinion in relation to an issue which is explored in depth
- ◆ use a structure and layout which make clear how content has been organised and evaluated, using paragraphing or other structural divisions to make clear the distinctions between facts, opinions, arguments and conclusions.
- ◆ use a format, layout and word choice which are appropriate to the content and context, adapted to meet the needs of the target audience and effective in meeting the purpose. Where a prescribed format is used, it should be used consistently and effectively.
- ◆ use spelling, vocabulary and sentence structures accurately and vary these to clarify aspects of content. Sentences may be internally complex and some complex language may be used, including some specialist vocabulary. Although a few errors may be present, these will not be significant

**Examples of tasks might include:**

- ◆ a detailed report to management on the incidence and causes of recent accidents with suggestions on how to improve health and safety
- ◆ a detailed analysis of IT capability and usage with recommendations for change
- ◆ a formal write up of a complex practical investigation or research project

**General skill**

Produce and respond to very simple oral communication.

**Specific skills**

- ◆ convey at least one very simple item of information, opinion or idea
- ◆ use an adequate range of spoken language structures
- ◆ take account of situation and audience during delivery
- ◆ take account of the contributions of others

**Further information on the specific skills**

The candidate must:

- ◆ take part in a very simple interaction with one or more people — this will usually be a brief discussion on a very simple, familiar topic
- ◆ use language that the listener(s) understands. There may be weaknesses in the candidate's use of vocabulary, register and sentence structures but these should not prevent communication with others
- ◆ in the main, speak loudly enough for listeners to hear
- ◆ occasionally use appropriate non-verbal conventions (eg making appropriate eye contact once or twice, pausing at appropriate points)
- ◆ respond to others appropriately (eg by repeating information or answering a question)

**Examples of tasks might include:**

- ◆ exchanging relevant personal details with another person
- ◆ discussing with others how a simple task is progressing

**General skill**

Produce and respond to simple oral communication.

**Specific skills**

- ◆ convey simple information, opinions or ideas
- ◆ attempt to sequence and link information, opinions or ideas
- ◆ use an appropriate range of spoken language structures
- ◆ take account of situation and audience during delivery
- ◆ respond to others, taking account of their contributions

**Further information on the specific skills**

The candidate must:

- ◆ take part in a simple interaction with one or more people — this will usually be a discussion on a simple topic
- ◆ convey information, opinions or ideas at a simple level
- ◆ sequence and link to present information clearly and in order (eg giving directions in the correct order)
- ◆ use simple vocabulary in an appropriate register. Vocabulary and sentence structures will allow the speaker's meaning to be conveyed
- ◆ speak loudly enough for listeners to hear
- ◆ use appropriate non-verbal conventions (eg making appropriate eye contact or gestures, pausing at appropriate points)
- ◆ respond to others appropriately (eg by repeating information, or asking or answering questions)

**Examples of tasks might include:**

- ◆ giving directions to a visitor as to how to reach a particular place or area
- ◆ making a brief telephone call to ask for information
- ◆ discussing with others the progress of a task or project

**General skill**

Produce and respond to straightforward oral communication.

**Specific skills**

- ◆ convey appropriate information, opinions and/or ideas
- ◆ sequence and link information, opinions and ideas
- ◆ use appropriate vocabulary and an appropriate range of spoken language structures
- ◆ take account of situation and audience during delivery
- ◆ respond to others, taking account of their contributions

**Further information on the specific skills**

The candidate must:

- ◆ take part in a straightforward interaction with one or more people — this will usually be a discussion on a straightforward topic, although candidates may also deliver a short talk with questions and answers
- ◆ convey several items of information, opinions or ideas
- ◆ sequence and link to present information clearly and in order (eg giving instructions in the correct order; giving a short talk with a recognisable beginning and end and basic linkage)
- ◆ use vocabulary, register and sentence structures which are mainly appropriate to purpose and audience. There should be some attempt to vary these as appropriate (eg rephrasing a point in simpler terms to aid the understanding of others)
- ◆ speak loudly enough for listeners to hear and try to vary pace and tone
- ◆ use appropriate non-verbal conventions (eg making appropriate eye contact, posture or gestures, pausing at appropriate points)
- ◆ take account of the contributions of others (eg by listening and responding to points of view, answering questions, asking questions to clarify or expanding points briefly if necessary)

**Examples of tasks might include:**

- ◆ giving a short informal talk and answering questions on some aspect of work undertaken
- ◆ taking part in a simple interview
- ◆ making contributions involving some degree of detail to a group discussion on a simple topic



**General skill**

Produce and respond to oral communication.

**Specific skills**

- ◆ convey all essential information, opinions or ideas with supporting detail accurately and coherently
- ◆ show skill in sequencing and linking information, opinions and/or ideas
- ◆ use vocabulary and a range of spoken language structures appropriate to purpose and audience
- ◆ take account of situation and audience during delivery
- ◆ respond to others, taking account of their contributions

**Further information on the specific skills**

The candidate must:

- ◆ take part in a spoken interaction with one or more people. This may be a discussion which has a clear purpose, is on a relevant topic and allows for exploration and the reaching of consensus — the candidate must make a significant contribution. Alternatively, the candidate can deliver a presentation which includes significant interaction with the audience. The presentation may be supported by images (eg illustrations, OHP, slides, handouts, models or images using IT or multimedia tools)
- ◆ convey all essential information or ideas (eg by developing an argument containing several sets of information or by giving a demonstration or by exploring an issue in some detail)
- ◆ sequence and link to present information clearly and in order (eg in a presentation, give an overview in the introduction, present information in a logical sequence and give a conclusion summarising the main points)
- ◆ use vocabulary, register and sentence structures which are appropriate to a clear purpose and audience. These should be varied as necessary. Some formal language may be used (eg use of specialist vocabulary)
- ◆ speak loudly enough for listeners to hear and adjust pace and modulation to meet the needs of the audience
- ◆ make appropriate use of eye contact, posture and gesture
- ◆ take account of the contributions of others (eg by listening and responding to points of view, answering questions, asking questions to clarify or explore in greater depth, summarising or expanding on points made)

**Examples of tasks might include:**

- ◆ making a presentation using visual aids
- ◆ taking part in a meeting or interview with other(s) in order to decide on a preferred course of action

**General skill**

Produce and respond to oral communication on a complex topic.

**Specific skills**

- ◆ use vocabulary and a range of spoken language structures consistently and effectively at an appropriate level of formality
- ◆ convey all essential information, opinions or ideas with supporting detail accurately and coherently and with varied emphasis as appropriate
- ◆ structure communication to take full account of purpose and audience
- ◆ take account of situation and audience during delivery
- ◆ respond to others, taking account of their contributions

**Further information on the specific skills**

The candidate must:

- ◆ take part in a spoken interaction with one or more people. This may be a formal meeting/discussion with a clear remit to explore an issue in depth and reach conclusions. Candidates must make a significant and sustained contribution to the discussion which should allow for identification of key elements and exploration of points of view on a complex issue. Alternatively, the candidate can deliver a structured oral presentation which presents, analyses and evaluates a substantial body of information. The presentation should include significant, sustained interaction with and responses to the questions and points of view of the audience. An oral presentation should be supported where appropriate by images (eg OHP, slides, illustrations, models or images using IT or multimedia tools)
- ◆ convey all essential information or ideas. Although the topic may be complex, the candidate may simplify elements by identifying and expanding on key aspects, possibly in response to questions
- ◆ use vocabulary, register and sentence structures which are consistently appropriate to purpose and audience and varied effectively. Some complex or specialist vocabulary may be used
- ◆ integrate the use of formal language and non-verbal conventions, with conscious variation in tone, pace and modulation adjusted to audience needs. Skilled use will be made of eye contact, posture and gesture
- ◆ respond to others as appropriate (eg by listening; answering questions; asking questions to clarify or explore responses in greater depth; analysing, summarising, expanding, reflecting on or synthesising the points of view expressed)

**Examples of tasks might include:**

- ◆ making a formal presentation which collates, analyses and presents conclusions on findings from a substantial project or piece of research
- ◆ making a significant contribution based on prior preparation and investigation to a formal meeting with a clear remit