



**COMMUNICATION**  
**Listening**  
**SCQF Level 2**  
**10 Hour Unit (F3GM 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 listening 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 listening 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 respond to very simple language in familiar everyday situations. You may provide them with a considerable level of support to carry out the activities.

For this listening Unit you should choose very simple oral communication lasting around one minute. The topic should be one that is familiar to learners from their personal, workplace, social, or educational experience. The learner is not expected to respond to every nuance of the speaker's verbal and non-verbal conventions: they should merely demonstrate some understanding of these.

You should try to identify naturally occurring opportunities for assessment wherever 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:

- ◆ oral questioning
- ◆ written/oral responses
- ◆ observation

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:

- ◆ pick out at least one main idea, opinion, or feeling from a very simple oral communication
- ◆ know how a speaker uses their voice to help listeners understand (eg pace, tone, and volume)
- ◆ show understanding by taking action, repeating back or asking question(s)

Listening skills can be developed and assessed in a number of ways that can be adapted to the personal situation of the learners, 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.

### Identifying ideas and feelings

Learners should be able to identify at least one main idea or feeling from what is being said by listening to the general sense and understanding some very basic spoken conventions. One example at this level would be the emphasis placed on certain words or phrases.

### Use of the voice to promote understanding

Tone of voice can be used to convey the mood of what is being said, eg quiet, slow speaking may indicate a serious issue, while a light, cheerful tone would be appropriate for more pleasant topics. Learners should be aware that using the voice to stress important words and phrases clarifies the meaning.

### Body language

Body language is a valuable clue to the mood and intention of the speaker, and also important as part of the response of the listener. Simple indicators are facial expression, gesture, nodding, or shaking the head.

### Asking questions

If appropriate, learners should ask questions to clarify their understanding, either when pauses occur or when the speaker has finished. They may also repeat back, in their own words, to check understanding.

## Gathering evidence

It may be appropriate for you to gather written evidence produced by the learner. However, written evidence is not essential for this Unit and it is inappropriate if it disadvantages the learner.

You may wish instead to observe learners carrying out a task and question them on its completion. This requires you to create and complete record sheets comprising a checklist, questions asked, and learner responses. It might also be useful to make a recording of the actual interaction.

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 choose 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:

- ◆ listening to one piece of advice from someone and acting on this
- ◆ listening and responding to an instruction from a tutor
- ◆ gaining clarification from a more senior colleague on some aspect of work
- ◆ participating in a conversation with some fellow students
- ◆ hearing and responding to the experiences of a friend describing how they spend their spare time

**Note:** Learners must prove that 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](http://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 listening skills in personal, workplace, social, or educational situations that involve very simple communication with one or more people.

### Example context 1: Listening and acting on advice

**Context:** The speaker (who might be another learner in school or college, someone attending an outreach learning centre, a colleague, or a friend) gives advice on how to choose a healthy eating option from the canteen menu.

Items that could be included might be:

- ◆ salad
- ◆ fruits and vegetables
- ◆ avoidance of sugary drinks

**Assessment:** The learner should respond to the following questions, in writing or orally:

- ◆ What advice did the speaker give you?
- ◆ Did they pause to let you think?
- ◆ Did they speak louder at some points?
- ◆ Did they speak slowly so that you could understand?
- ◆ What do you need to do now to follow this advice?

Alternatively, the listener may demonstrate understanding through appropriate body language and action, eg nodding and/or shaking head, raising eyebrows questioningly, pointing to items of food, etc.

## Example context 2: Listening and responding to instructions

**Context:** The learner listens to an instruction session on what to do in case of a fire. This could be at a school, college, learning or community centre, or workplace.

This could include:

- ◆ explaining the alarm system
- ◆ explaining how to leave the building

**Assessment:** The learner should answer the following questions, in writing or orally:

- ◆ What does the fire alarm sound like?
- ◆ Where is the nearest emergency exit?
- ◆ Where is the assembly point?
- ◆ What should you do if the fire alarm goes off?
- ◆ Did the speaker pause to let you think?
- ◆ Did they speak louder at some points?
- ◆ Did they slow down at some points?

Alternatively, the listener may demonstrate understanding through body language (listening intently, nodding, etc) and then carrying out a practical drill.

### Example context 3: Seeking clarification

**Context:** The learner seeks clarification from a senior colleague on a work-related issue.

Possible topics might include:

- ◆ how to carry out a routine task, eg tidy a stockroom, set out a refreshment tray, etc
- ◆ personal appearance and dress code

**Assessment:** The learner should be encouraged to make the approach to a colleague, record the interview, and then answer the following questions, either in writing or orally:

- ◆ What did your colleague talk to you about?
- ◆ What advice did they give you?
- ◆ Did they pause to let you think?
- ◆ Did they speak louder at some points?
- ◆ Did they slow down in places?
- ◆ Did they stop talking to let you ask questions?

Alternatively, listening skills may be evidenced through an observer checklist/recording.

## Example context 4: Participating in a discussion

**Context:** The members of the discussion group could be learners in school or college, people attending an outreach or learning centre, workmates, or friends. Issues for discussion might be:

- ◆ Should people have to go to school up to the age of 18 years?
- ◆ Should mothers look after their children at home or go to work?
- ◆ Is being a footballer a proper job?

**Assessment:** The learner will be included in the discussion. A video recording should be made. The learner should then answer the following questions either in writing or orally:

- ◆ What was the discussion about?
- ◆ What points did people make?
- ◆ Did people agree or disagree with each other?
- ◆ Did they use their voices to help people understand them, for example by:
  - slowing down?
  - speaking louder?
  - pausing?

## 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 record achievement for the task. The checklist identifies the skills that learners must demonstrate.

## Planning sheet

**Task:** Use listening 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.

<b>Learner:</b>	
What was the speaker talking about?	
How did they use their voice to help you understand more easily? Did they: <ul style="list-style-type: none"><li>◆ speak louder when it was important?</li><li>◆ pause to let you think?</li><li>◆ slow down in places?</li><li>◆ stop talking to let you ask questions?</li></ul>	
How did you show you understood? Did you: <ul style="list-style-type: none"><li>◆ agree?</li><li>◆ disagree?</li><li>◆ ask (or answer) questions?</li><li>◆ do what they asked you?</li><li>◆ use body language (eg nodding or shaking your head)?</li></ul>	

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

## Assessment checklist: Listening

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

<b>Learner:</b>		
<b>Description of listening task:</b>		
<b>Skills</b>	<b>Tutor feedback</b>	<b>Achieved (Yes/No)</b>
Picks out at least one main idea, opinion, or feeling from a very simple oral communication.		
Knows how a speaker uses their voice to help the listener understand (eg pace, tone, and volume).		
Shows understanding by taking action, repeating back, or asking questions.		
<b>Tutor signature:</b>		<b>Date:</b>

## 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: Speaking at SCQF level 2

Communication: Writing at SCQF level 2

Communication: Reading at SCQF level 2

### Credit value

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

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