



COMMUNICATION
SCQF Level 2
40 Hour Unit (F3GB 08)

CORE SKILLS UNIT

What are Core Skills?

Core Skills are skills and abilities that everyone uses in their family and personal life, at work, in public, in the community, and in education and training.

The Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

They are important because they help you to be effective in almost everything you do. That's also why employers value them.

Improving your Core Skills helps you cope with today's quickly changing world. It will make you more confident, help you to learn more easily, and improve your career prospects.

What is this Core Skills Unit about?

This Unit is about using very simple reading, writing, speaking, and listening skills in situations in your personal life, at work, and in education.

If there are any words you don't understand in this Unit, your tutor will explain them to you.

What should I know or be able to do before I start?

You do not need any knowledge or experience before you start. Your tutor will offer you time to practise your skills.

What do I need to do?

When you are reading:

You will:

- ◆ work out what a piece of writing is for (for example, it could be to give instructions, to offer advice, or to persuade you to agree with a point of view)
- ◆ pick out a piece of information from a very simple non-fiction text

When you are listening:

You will:

- ◆ pick out at least one main idea, opinion, or feeling from a very simple spoken communication
- ◆ know how a speaker uses their voice to help you understand what is being said (for example, how quickly they speak and their tone of voice)
- ◆ show that you have understood what was said by taking action, repeating back, or asking questions to clarify anything you have not understood

When you are writing:

You will:

- ◆ decide who will read the piece of writing
- ◆ decide what to say, and give the information clearly using simple words and short sentences
- ◆ choose a format that suits the reader and fits the topic (for example, an e-mail or a letter)
- ◆ choose words (and pictures, if appropriate) that your readers will understand
- ◆ use punctuation to make your meaning clear (for example, use a capital letter at the start of a sentence and finish with a full stop)

When you are speaking:

You will:

- ◆ express your idea or opinion clearly when you speak
- ◆ choose words that fit the topic and that your listeners understand
- ◆ use your voice to help your listeners understand you easily (for example, how quickly to speak and what tone of voice to use)
- ◆ use your body language to help the way you speak (for example, by smiling and using gestures)

How do I get this Unit?

You will need to show that you have all the skills in the Unit.

Reading

You will read a very simple, short piece of non-fiction.

Your tutor might ask you questions to find out how much you understood.

Listening

You will listen to someone or some people speaking.

Your tutor might watch you and note your responses or make a recording.

Writing

You will produce one piece of writing of at least 25 words (or a number of related pieces) that gives readers one piece of very simple information, an opinion or an idea. If you produce a number of pieces, one of these must contain no fewer than 15 words. Your document(s) can be hand written or word processed.

Speaking

You will speak about a topic to one or more people.

Your tutor might watch and listen to you speaking and note what you have done. You might also be recorded.

What might this involve?

Here are examples of some things you might do:

Reading:

- ◆ look at a fire safety notice and work out where the fire exit is
- ◆ look at a birthday party invitation and tell the tutor when and where the party is
- ◆ use a shopping list to buy things

Listening:

- ◆ listen to one piece of advice from another person and act on it
- ◆ listen and respond to an instruction from a tutor
- ◆ get clarification on some aspect of your work
- ◆ take part in a discussion with fellow students
- ◆ listen to the experiences of a friend describing their holidays

Writing:

- ◆ send a short e-mail to a friend, suggesting a time and place to meet
- ◆ make a simple poster, showing the date, time, and place for a night out with your workmates
- ◆ write a postcard with news of your holiday

Speaking:

- ◆ agree or disagree with another person about a familiar topic
- ◆ give your name, address, and telephone number to another person
- ◆ ask a workmate to collect things from a workroom store

What can I do next?

Once you have achieved the Units at SCQF level 2, you could move on to Communication Units at SCQF level 3.

You could think about doing other Core Skill Units in:

- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

Your tutor can advise you about this.

Guidance for tutors

Reading

For this Unit you should choose very simple reading material on a non-fiction topic, which conveys one or two items of information. The topic should be one that is very simple and familiar to the learner from their personal, workplace, social, or educational experiences. Texts with a practical purpose are most suitable. These are likely to include images as well as words. Vocabulary should be familiar to the learners. The text 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 very clear and embodied in conventions typical of this particular form (for example, layout, use of pictures, or other supportive material). When identifying the purpose of the document, the learner should show awareness of the context within which the information is used, for example a warning, an instruction, or an invitation.

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

Listening

For this Unit you should choose very simple oral communication lasting around one minute. The topic should be one that is very simple and familiar to the learner from their personal, workplace, social, or educational experiences. 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.

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.

Writing

For this Unit you should use activities that are very familiar to the learner and well practised. Pieces of writing may include images such as sketches or photographs in support of the written text. These images may be selected by the learner from a bank of images or created by learners themselves. The learner will 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.

Note: Learners must produce one piece of writing of at least 25 words or a portfolio of related pieces. If a portfolio of related pieces is used, it should include a substantive piece of no fewer than 15 words.

Speaking

For this Unit you should choose a very simple oral communication lasting around one minute. The topic should be very simple and familiar to the learner from their personal, workplace, social, or educational experiences. There may be some weaknesses in the learner's use of vocabulary, grammar, verbal, and non-verbal conventions, but these should not prevent communication with others.

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.

Further guidance is available in the accompanying Assessment Support Pack.

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.

ADMINISTRATIVE INFORMATION

Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 2



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