



COMMUNICATION
Reading
SCQF Level 2
10 Hour Unit (F3GN 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 reading 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 written information. The work will be very simple and routine, using everyday language familiar to the learner. Learner motivation can be maximised by making the reading activities as relevant as possible to the learner. 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 deal only with very simple language in routine situations. They may need a considerable level of support to carry out the activities.

For this reading Unit the learner should read and understand a very simple written communication. The topic should be one that is familiar to the learner, using everyday language.

You should try to identify naturally occurring opportunities for assessment where 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. The exemplar 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 to written questions

If you use oral questioning, you must keep a record of both the questions and learner responses. All evidence 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:

- ◆ work out what a piece of writing is for (eg to give instructions, to offer advice, or to persuade the reader of a certain point of view)
- ◆ pick out a specific piece of information from a very simple non-fiction text

Reading skills can be developed and assessed in a number of ways that can be adapted to the personal situation of the learner, eg whether they are attending school or college, in paid or voluntary work, or engaged in community or social activities. The sample text contained in Part 2 gives a guide to the level of reading ability required.

The purpose of the document

The purpose of the written communication should be very clear. Learners need to decide why it has been written, eg to instruct, inform, advise, or persuade. They should be clear about what the main message is. The document should be a piece of very simple reading material on a non-fiction topic that conveys one piece of information. The topic should be one that is simple and very familiar to the learner. Texts with a practical purpose are most suitable. They may include other supportive material as well as words, eg pictures, diagrams, and sketches.

Understanding

The key points should be explicit, and the content should be direct and uncomplicated. Learners should be able to pick out the main idea behind the piece of writing and one important point. Vocabulary should be very simple and familiar to the learners.

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 use oral questioning. This requires you to create and complete record sheets comprising a checklist, questions asked, and learner responses. You may also record the questions and answers as evidence. 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 have chosen 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:

- ◆ looking at a safety notice, identifying that it is warning people against fire dangers, and stating where the nearest fire exit is
- ◆ looking at an invitation, identifying that it is for a birthday party, and stating the date and time when the party is to be held
- ◆ using a shopping list in order to buy the correct items
- ◆ reading a leaflet, identifying that it gives information about local cinemas, and stating what film is being shown tomorrow in your nearest cinema
- ◆ looking at a delivery note, identifying that it lists all items that have been delivered, and stating how many boxes of shampoo have been delivered

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.

Part 2: Assessment guidance

For this Unit you should choose a piece of very simple reading material on a non-fiction topic that 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 and could include safety notices, invitations, or delivery notes. These may include images as well as words.

Vocabulary should be familiar to the learners.

Assessors should ensure that reading texts are appropriate for this level. A brief marking guideline should be drawn up to ensure consistency of reading assessment.

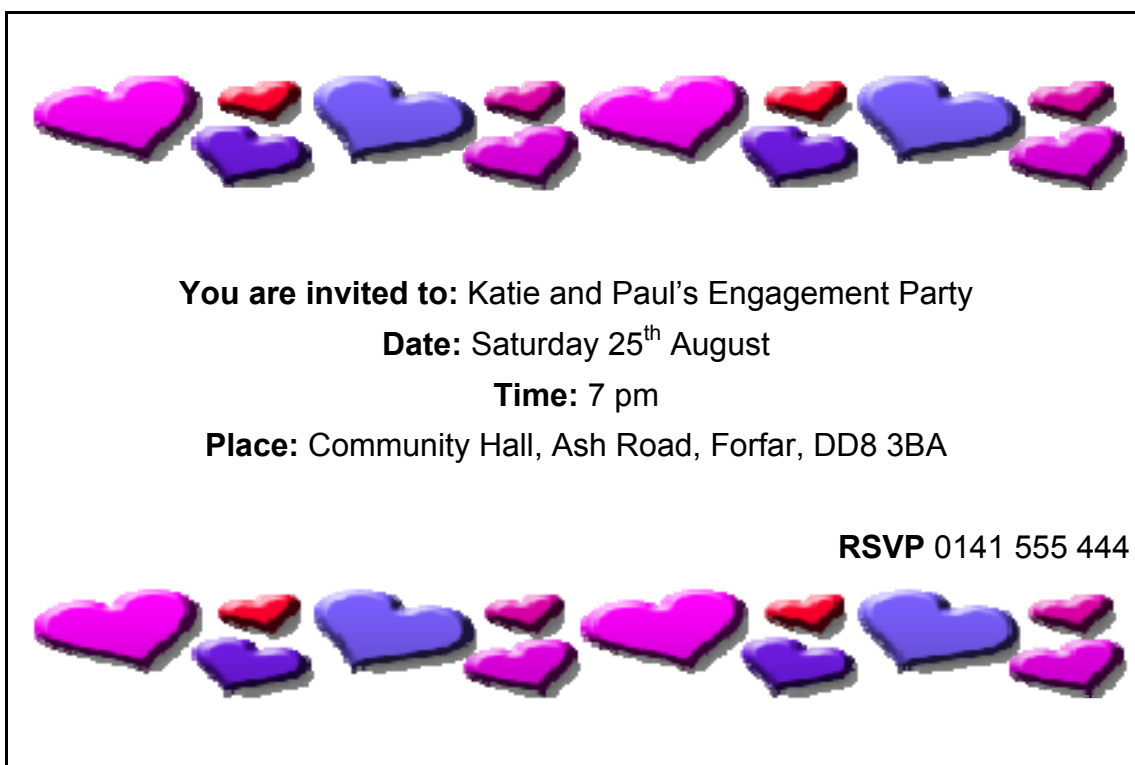
One exemplar text is provided in this section, as a guide to the length and complexity of a suitable written piece. This particular piece could be supplemented by a map or a photograph.

Exemplar assessment

Task: Use reading skills in personal, workplace, social, or educational situations in order to read very simple written documents.

Example

Read the document below. State what it is for and pick out an important piece of information.



Notes for assessment

The learner must correctly identify the purpose and one piece of written information in the communication 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 reading skills in personal, workplace, social, or educational situations in order to read very simple written documents.

Use this sheet to help you prepare for assessment.

| | |
|---|--|
| Learner: | |
| What did you read? | |
| What was the piece of writing for? For example, was it trying to: <ul style="list-style-type: none">◆ give you information?◆ give you advice?◆ make you laugh?◆ persuade you to do something? | |
| What were the important points you needed to read and understand? | |

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

Assessment checklist: Reading

Task: Use reading skills in personal, workplace, social or educational situations in order to read very simple written documents.

| Learner: | | |
|--|-----------------------|--------------------------|
| Description of reading task: | | |
| Skills | Tutor feedback | Achieved (Yes/No) |
| Identifies the purpose of a brief written communication. | | |
| Correctly identifies at least one piece of information in the written communication. | | |
| Tutor signature: | | Date: |
| Context: Reading material should be very familiar to learners 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 the learners. 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 very clear and embodied in conventions typical of this particular form. | | |

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: Writing at SCQF level 2

Communication: Speaking at SCQF level 2

Communication: Listening at SCQF level 2

Credit value

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

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