



**COMMUNICATION**  
**Speaking**  
**SCQF Level 3**  
**10 Hour Unit (F3GP 09)**

# **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 3. This Unit is about using spoken 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 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 spoken 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 3 are required to deal only with simple language in routine situations. They may need some support to carry out the activities.

For this speaking Unit the learner should deliver a simple oral communication lasting around two minutes. 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. 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:

- ◆ observation
- ◆ recording
- ◆ oral questioning

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 this 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:

- ◆ express ideas or opinions clearly when speaking
- ◆ choose words that fit the topic and that listeners can understand
- ◆ use the voice to help listeners understand easily
- ◆ use body language to support communication (eg by smiling, making eye contact, and gestures)

Spoken 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 exemplar assessments contained in Part 2 give some contexts that could be used.

### Expressing ideas

The learner should speak on a topic familiar to them.

The main ideas should be clearly expressed, providing enough but not too much information, and the communication should last for around two minutes.

### Choosing vocabulary

The learner should choose vocabulary that is appropriate to the topic. If technical words or abbreviations are used that are unfamiliar to the listener, eg in a workplace briefing or instruction, or from local knowledge, these should be explained.

### Using the voice to promote understanding

The learner should prepare for important conversations or discussions, making sure that they know what they want to say, and should use some of the most common spoken conventions to aid understanding, eg tone of voice, stressing words or phrases, or varying intonation.

## Body language

Body language is a valuable clue to the mood and intention of the speaker. It is the unspoken supplement to the spoken words, and the learner should make use of this.

The main indicators are posture, eye contact, facial expression, and gesture.

## Gathering evidence

Written evidence is inappropriate for this Unit, though written notes and prompts prepared by the learner may be submitted to support assessment.

You should observe the learner carrying out a task and question them on its completion if necessary. This requires you to create and complete record sheets comprising a checklist, questions asked (if appropriate), and learner responses. A recording of the actual spoken interaction would be an advantage. 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 an 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:

- ◆ agreeing or disagreeing with the viewpoint of a friend or colleague during a discussion
- ◆ passing on a message from a fellow student to the tutor
- ◆ giving directions to a visitor as to how to reach a place that is not immediately obvious
- ◆ explaining to another person how a piece of equipment works
- ◆ describing holiday experiences to a friend

**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 create a contextualised assessment related to the learner's own situation

## Exemplar assessments

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

### Example context 1: Agreeing or disagreeing

**Context:** A discussion between learners in school or college, people attending an outreach or learning centre, workmates, or friends.

Issues for discussion might be:

- ◆ whether healthy-option school meals should be free for all pupils
- ◆ whether trainee workers should be expected to do overtime
- ◆ whether Scotland needs more police officers

**Assessment:** The learner must take an active part in the discussion and the assessor must complete an assessment checklist and record observation comments. A recording could also be made. Supplementary questioning may be used if necessary.

### Example context 2: Passing on a message

**Context:** The speaker passes on a message from a fellow student to a tutor, explaining absence from a class.

The message could include:

- ◆ the full name of the fellow student and the class normally attended
- ◆ the time and place of the class
- ◆ main reason for absence
- ◆ other contributory factors
- ◆ steps the student has taken to compensate for absence

**Assessment:** The assessor should observe the delivery and complete an assessment checklist with observation comments. A recording could also be made. Supplementary questioning may be used if necessary.



### Example context 3: Giving directions

**Context:** The speaker gives directions to another learner, friend, or colleague, telling them how to find the way to the bus/railway station.

The directions could include:

- ◆ the location of the bus/railway station
- ◆ how far away it is
- ◆ how long it would take to walk there
- ◆ which route to take
- ◆ useful landmarks

**Assessment:** The assessor should observe the delivery and complete an assessment checklist with observation comments. A recording could also be made. Supplementary questioning may be used if necessary.

### Example context 4: Giving an explanation

**Context:** The speaker explains to another learner, friend, or colleague how the photocopier works.

The explanation could include:

- ◆ the basic functions of the photocopier
- ◆ the size and colour of copies possible
- ◆ how and where to load copy paper
- ◆ how and where to insert original documents
- ◆ how to use the control panel

**Assessment:** The assessor should observe the delivery and complete an assessment checklist with observation comments. A recording could also be made. Supplementary questioning may be used if necessary.

### 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 make observation notes and record achievement for the task. The checklist identifies the skills that learners must demonstrate.

## Planning sheet

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

Use this sheet to help you prepare for assessment.

<b>Learner:</b>	
What is your topic?	
What ideas do you want to speak about and in what order? (Make a list.)	
Are there any words your listeners might not understand?	
How can you use your voice to help listeners understand you? For example: <ul style="list-style-type: none"><li>◆ speaking slowly and clearly</li><li>◆ stressing important parts</li><li>◆ pausing from time to time</li></ul>	
How can you use body language to help the way you speak? For example: <ul style="list-style-type: none"><li>◆ eye contact</li><li>◆ smiling</li><li>◆ using your hands</li></ul>	

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

## Assessment checklist: Speaking

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

<b>Learner:</b>		
<b>Description of speaking task:</b>		<b>Duration:</b>
<b>Skills</b>	<b>Tutor feedback</b>	<b>Achieved (Yes/No)</b>
Expresses ideas or opinions clearly when speaking.		
Chooses words that fit the topic and that listeners understand.		
Uses voice to help listeners understand easily. For example: <ul style="list-style-type: none"> <li>◆ pace</li> <li>◆ tone</li> <li>◆ stress</li> </ul>		
Uses body language to support communication. For example: <ul style="list-style-type: none"> <li>◆ smiling</li> <li>◆ eye contact</li> <li>◆ use of gesture</li> </ul>		
<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 3. The other Units in this suite are:

Communication: Listening at SCQF level 3

Communication: Writing at SCQF level 3

Communication: Reading at SCQF level 3



### Credit value

1.5 SCQF credit points (0.25 SQA credits) at SCQF level 3

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