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# Introduction

These support notes are not mandatory. They provide additional advice and guidance on approaches to learning and teaching programmes in the National Literacy Unit at SCQF level 5.

These are intended for teachers and lecturers and should be read in conjunction with the:

- ◆ Literacy (National 5) Unit Specification
- ◆ Literacy (National 5) Unit Support Notes
- ◆ National 5 English Course Specification
- ◆ National 5 English Course Support Notes

# Additional support for oral communication

In this package, the aim is to offer additional support to teacher/lecturers by clarifying what we understand to be usual practice in aspects of learning and teaching. This is not designed to be something extra for learners to undertake.

This package aims to enhance the support for Literacy (National 5) Unit in its coverage of Core Skills Communication at SCQF Level 5. The learning and teaching approaches mentioned here are not exhaustive and are for guidance only.

The skills that are being clarified and exemplified are:

- ◆ oral communication skills in a variety of forms relevant for learning, life and work

Learners will develop the ability to produce and respond to oral communication.

Learners should be able to:

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

## **Responsibility of all**

All practitioners have responsibility for the development of learners' literacy. How this takes place will vary depending on the context or subject area. All Centres should have strategies in place to ensure there is a shared understanding of professional roles, how learners progress in literacy and of sound approaches to literacy teaching and learning.

# Approaches to learning and teaching oral communication skills

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching oral communication within Literacy (National 5) Unit.

It is likely that the Literacy (National 5) Unit will be used in school, colleges, community and vocational settings. The advice and guidance in this section covers these sectors and practitioners will use their professional judgement in designing learning programmes for the Unit so that it is appropriate, relevant and motivating for learners.

Examples of contexts for the development of literacy skills might include subject activities, work experience, cross-curricular activities, work/leisure activities, daily routine, interests/hobbies, local issues, study/learning activities and work based learning.

Practitioners should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating. For example:

- ◆ asking adult learners to choose oral texts which are relevant to their lives
- ◆ encouraging learners' own choice of oral presentation topics
- ◆ adopting a flexible approach to group discussion/presentations
- ◆ giving individual feedback with suggestions and next steps
- ◆ generating naturally occurring evidence when individual learners are ready

## Texts

Oral based texts can be used as the focus for generating evidence of oral communication skills. These texts are most likely to be non-fiction, ie functional or transactional in nature.

Functional texts are texts which are used in everyday life, for example, in school, at home or in the workplace. These texts have a clear purpose, for example, to instruct or to explain.

Transactional texts, often spoken, are texts used to communicate between people. They are also used in everyday life to give information, for example, to describe something that has happened or to persuade someone.

Some examples of oral-based texts in different formats are the following:

Text Types	Examples
Texts	audio-books, webcasts, spoken versions of written texts, discussions, speeches, debates, talks or presentations, telephone conversations, role plays, interviews, verbal instructions, transactions, dialogue with peers or with a teacher/tutor
Media texts	informational films, factual radio programmes, TV programmes eg documentaries, broadcast news, spoken word-based advertisements
Multimodal texts (texts which contain a number of elements which 'come together' to create meaning)	webcasts, web conferencing, audio clips web pages, audio blogs, wikis

Where appropriate, and to provide pace and challenge for learners, more complex texts and activities should be introduced and developed.

Learners will be encouraged to communicate clearly and will be given opportunities to practise their oral communication skills in order to build confidence. Self-evaluation and supportive peer evaluation will support learners in building confidence and identifying areas for improvement.

Teachers /tutors should select contexts that will be meaningful and relevant for learners. Using group discussion as a means of learning will support learners in developing oral communication skills.

It is important that learners develop the ability to use language, content and structure which are appropriate to audience and purpose. Modelling can support learners to develop an awareness of appropriateness.

Learners may need support in talking, especially where learners lack confidence, and consideration should be given to such aspects as choice of subject for discussion, room layout, group size, gender and age of the learners and group dynamics. Allowing personalisation and choice in terms of topic, context and audience will support learners.

There are many resources that provide advice on presentation delivery, such as pace, audience awareness, and use of visual aids. Education Scotland has a useful document, "Advice for students on Individual Presentation", available on their site.

See also: [http://www2.napier.ac.uk/gus/writing\\_presenting/presentations.html](http://www2.napier.ac.uk/gus/writing_presenting/presentations.html).

Some learners may benefit from a review of note taking, and how to use prompt headings and methodologies. Education Scotland has produced an online study skills resource that reviews note taking. See also:

[http://www2.napier.ac.uk/gus/managing\\_information/note\\_making.html](http://www2.napier.ac.uk/gus/managing_information/note_making.html)Learner.

## Examples

Three learning and teaching ideas<sup>1</sup> related to oral communication are given below, one free standing, one from across learning, and one in a vocational context.

Learning Context	Suggested oral communication activities	Suggested learning and teaching focus
Standalone Unit	presenting a straightforward informative talk on a topic and then responding to questions from the audience	Selecting and using information; use of visual aids
	participating in a small group discussion in order to reach a consensus on a topic	Roles/turn-taking within group discussion
	using details from a straightforward oral text, such as a radio broadcast, to support opinions in a group discussion	Roles/turn-taking within group discussion
	listening to a radio broadcast, summarising the main ideas and relevant supporting details and presenting to an individual or group	Selecting information; Using appropriate structure;
	listening to a short segment of a football match discussing with a partner or group how the radio announcer helps the listener visualise the game	Selecting information; Roles/turn-taking within group discussion
Across-learning situation	explaining a cooking procedure to an individual or group and then responding to questions from the audience	Focus on intonation and pace; using appropriate structure
	giving an oral presentation about a scientific breakthrough using a timeline to illustrate the order of events	Focus on intonation and pace; using appropriate structure
	participating in a group discussion on views and reactions to a major news event in modern studies	roles/turn-taking within group discussion
Vocational context	acting on a telephone complaint from a customer which has some detail	Use of appropriate register
	discussing a short, straightforward work briefing and taking appropriate action	Roles/turn-taking within group discussion;
	following the main thread of a straightforward group discussion on a local issue and contributing with some reasoned argument/opinions	Roles/turn-taking within group discussion; taking account of others

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<sup>1</sup> For more examples see the talking and listening sections of the Unit Support Notes for Literacy (National 5) Unit

	taking part in an uncomplicated interview	Using appropriate structure and register; Roles/turn-taking;
	giving a short informal talk and answering some questions on some aspect of work undertaken	Active listening; selecting information

# Learning context: Standalone

## Instructions to practitioner

### Discussing a television advertisement

#### Learner activity

View a television advertisement and discuss with a partner or group details about the product, setting and main ideas.

#### Suggested learning and teaching focus

A review of devices used in advertisements such as use of second person, persuasive language, rhetorical questions, repetition, and other devices would be useful.

Teachers or lecturers may want to review the following:

#### Selecting information

- ◆ repeating, reflecting, paraphrasing
- ◆ highlighting key information
- ◆ summarising
- ◆ listing ideas and details
- ◆ selecting particular words/phrases/ideas

#### Group discussion skills

- ◆ ensure that the learner speaks loudly enough for listeners to hear and adjusts their pace and modulation to meet the needs of the audience
- ◆ review how the learner can 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
- ◆ a review of appropriate non-verbal conventions such as making appropriate eye contact or gestures and pausing at appropriate times would be useful
- ◆ provide suggestions for how a learner may contribute to a group such as analysing, supporting, summarising, or challenging what others say
- ◆ learners should be made aware of the conventions of group discussion such as turn-taking
- ◆ review how the learner can make a significant contribution 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 a consensus

# Learning context: Standalone

## Instructions to learner

### Discussing a television advertisement

#### Learner activity

This activity involves developing your oral communication skills. You will have the opportunity to view a television advertisement and discuss with a partner or group details about the product, setting and main ideas. During the course of the activity you will make notes, discuss your views of the television advertisement, and then present your views to the class.

#### **Task 1 – Viewing the television advertisement**

(Teacher or lecturer may wish to add a brief summary of the product or service being advertised.)

You have a television advertisement to analyse and make notes on. Consider the purpose and target audience as well as the techniques employed by the advertisement. You might find it helpful to make notes under the following headings:

- ◆ what product or service is being sold?
- ◆ what does the advert tell us about the product?
- ◆ who is the target audience?
- ◆ how is the product or service presented?
  - use of pictures, video, sound, text?
  - use of facts and statistics?
  - use of words or phrases?
  - use of a single voice or a sketch with several characters?
- ◆ does the advert work? Would the target audience buy the product or service?

#### **Task 2 – Discuss television advertisement with a partner or group**

Having viewed and made some notes on the television advertisement, you will have the opportunity to compare your notes and views with a partner or group.

With your partner or group, consider the following points:

- ◆ compare the content and techniques used in the television advertisement. What are the main points being made? What supporting details does it use?
- ◆ how are the main ideas put across? Remember to use the notes you have made and refer to specific details and features (such as images, sound, facts, etc) from the television advertisement.
- ◆ does the advert work? Would the target audience buy the product or service?

#### **Task 3 – Present a summary of your views of television advertisement**

Now give a brief summary of your views of the television advertisement to the class. Remember to use examples from the advertisement to support your opinion and when answering questions from the audience.

# Learning context: Across-learning situation

## Instructions to practitioner

### Explaining a sports-related skill

#### Learner activity

Use sports related vocabulary to explain a particular skill to a group and then respond to questions from the group.

#### Suggested learning and teaching focus:

Teachers or lecturers may want to review the following:

##### Note taking skills

- ◆ learners should consider the audience and purpose of text. They should select and use relevant information for the activity. They should also try to organise examples from the text.

##### Selecting information

- ◆ repeating, reflecting, paraphrasing
- ◆ highlighting key information
- ◆ summarising
- ◆ listing ideas and details
- ◆ selecting particular words/phrases/ideas

##### Listening skills

- ◆ review how the learner can actively listen and answer

##### Speaking skills

- ◆ review strategies for conveying essential information or ideas — eg by organising information, or by giving a demonstration
- ◆ ensure that the learner speaks loudly enough for listeners to hear and adjusts their pace and modulation to meet the needs of the audience
- ◆ review strategies to help learners to engage with both topic and audience.
- ◆ a review of non-verbal conventions, such as eye contact or gestures, as appropriate to audience and purpose may be helpful.
- ◆ ensure learner understands how to sequence and link to present information clearly and in order — eg a presentation, giving an overview in the introduction, presenting information in a logical sequence, and giving a conclusion summarising the main points
- ◆ review use of 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
- ◆ review how the learner can deliver a presentation which includes significant interaction with the audience. The presentation may be supported by images, illustrations and multimedia tools

# Learning context: Across-learning situation

## Instructions to learner

### Explaining a sports-related skill

#### Learner activity

This activity involves developing your oral communication skills. You will have the opportunity to use sports-related vocabulary to explain a particular skill to a group and then respond to questions from the group.

During the course of the activity you will make notes and organise your notes on the skill, make your presentation to a group, and then answer questions.

#### Task 1 – Making notes and organising your presentation on the skill

- ◆ research the sports skill you will be teaching the group
- ◆ make notes on any equipment you may need and the necessary background about the skill
- ◆ consider how you can demonstrate each step so that members of the group can try to do it
- ◆ make an outline of your presentation where you consider your introduction, the main sections of your talk, and your conclusion

#### Task 2 – Explaining and demonstrating the skill to the group

Now give your presentation to the group. Make sure to consider the following:

- ◆ you have enough information and have explained the skill clearly
- ◆ visual or audio-visual aids, if used, help the group to understand the skill
- ◆ the talk has an introduction, links between sections, and a summing up in the conclusion
- ◆ you are clear and confident (good eye contact) when you deliver the presentation
- ◆ you use a variety of types of sentence and special effects (eg pauses, rhetorical questions, change of pace, strong assertion, repetition ...) to engage the audience

#### Task 3 – Answering questions

The following points will help you answer the group's questions:

- ◆ think about what questions the group might ask and prepare answers for them.
- ◆ use good eye contact.
- ◆ listen carefully to the question. If you don't understand it, ask the speaker to repeat it or explain it.
- ◆ avoid giving one or two word answers. Try to speak in complete sentences.

# Learning context: Vocational

## Instructions to practitioner

### Giving a presentation on a career

#### Learner activity

Give a presentation on a career, supported by visual aids.

#### Suggested learning and teaching focus:

Preparatory activities such as research on chosen career will be needed.

Teachers or lecturers may want to review the following:

#### Selecting information

- ◆ repeating, reflecting, paraphrasing
- ◆ highlighting key information
- ◆ summarising
- ◆ listing ideas and details
- ◆ selecting particular words/phrases/ideas

#### Listening skills

- ◆ review how the learner can take actively listen and respond to questions

#### Speaking skills

- ◆ review strategies for conveying 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
- ◆ ensure that the learner speaks loudly enough for listeners to hear and adjusts their pace and modulation to meet the needs of the audience
- ◆ review strategies to help learners to engage with both topic and audience.
- ◆ a review of non-verbal conventions, such as eye contact or gestures, as appropriate to audience and purpose, may be helpful.
- ◆ ensure learner understands how to sequence and link to present information clearly and in order — eg giving an overview in the introduction, presenting information in a logical sequence, and giving a conclusion summarising the main points
- ◆ review use of 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
- ◆ review how the learner can deliver a presentation which includes significant interaction with the audience. The learner should know how to support a presentation with images using IT or multimedia tools

# Learning context: Vocational

## Instructions to learner

### Giving a presentation on a career

#### Learner activity

This activity involves developing your oral communication skills. You will have the opportunity to give a presentation on a career that you are interested in, supported by visual aids such as multimedia tools.

#### **Task 1 – Making notes and organising your presentation on the skill**

- ◆ Research the career and consider making notes on the following:
  - any special training
  - any special equipment or tools needed
  - activities during a typical day, working hours, and location
  - skills and personal qualities needed for the job
  - any school subjects needed
  
- ◆ Make an outline of your presentation where you consider your introduction, the main sections of your talk, and your conclusion

#### **Task 2 – Describing the activity to the group**

Now give your presentation to the group. Make sure you consider the following:

- ◆ you have enough information and have explained the career clearly
- ◆ visual or audio-visual aids, if used, help the group to understand the career
- ◆ the talk has an introduction, links between sections, and a summing up in the conclusion
- ◆ you are clear and confident (good eye contact) when you deliver the presentation
- ◆ you use a variety of types of sentence and special effects (eg pauses, rhetorical questions, change of pace, strong assertion, repetition ...) to engage the audience

# Things for learners to think about

## Responding appropriately to questions

It is important to prepare for your teacher's questions regarding your assignment. The following points will help you:

- ◆ review your notes, presentation script and slideshow, and /or written assignment. Make sure you know your sources
- ◆ think about what questions the teacher might ask and prepare answers for them
- ◆ ask a friend what questions they might ask and answer them. It will be good practice
- ◆ make sure your mobile is turned off
- ◆ listen carefully to the question. If you don't understand it, ask your teacher to repeat it or explain it
- ◆ use good eye contact
- ◆ avoid giving one or two word answers. Try to speak in complete sentences

## Writing or talking about your topic

You should write an informative essay for your school magazine, newspaper, or blog on a topic that interests you. Using the notes you have made, remember to refer to specific details and features from the sources.

Remember an informative essay or talk usually has the following features:

- ◆ it has interesting language and an entertaining style
- ◆ the opening:
  - engages the reader
  - conveys your interest of the topic
  - identifies the your topic and a few key details to intrigue the reader
  - provides a description of the topic that helps the reader understand it
- ◆ the main part:
  - uses specific details from your sources, analyses them, and gives your opinion on why they are effective in illustrating your point
  - uses a clear introduction for each new section and links it with your topic
  - links each section with appropriate words or phrases
- ◆ the conclusion:
  - makes clear your feelings about the topic as a whole
  - includes a final comment on the sources you used

# Things for practitioners to think about

## Performance criteria for oral presentation

### Understanding

The spoken presentation demonstrates understanding of the main point(s) of the subject matter of the assignment through some reference to relevant features of the subject matter.

### Analysis

The spoken presentation explains some of the more obvious ways in which aspects of structure/style/language contribute to meaning/effect/impact.

### Evaluation

The spoken presentation reveals a stated or implied personal reaction to the subject matter of the assignment, supported by some evidence.

### Expression

Audible delivery and some use of verbal and non-verbal techniques indicate an attempt to communicate a discernible line of thought appropriate to purpose and audience.

### Interaction with audience

Awareness is shown of the requirements and reactions of the audience and responses to questions are mainly relevant.

### Evidence requirements

The individual spoken presentation, on an approach previously agreed by learner and teacher, in which the learner speaks critically about chosen text(s) or topic(s) not taught in class.

The spoken presentation should last a minimum of five minutes and should be followed by questions from an audience of no fewer than three people.

The learner must meet all of the performance criteria in one spoken presentation.

The learner may refer to materials during the assessment. Such materials will include the learner's chosen text(s) and may include an outline and preparatory notes (no more than the equivalent of two sides of A4 paper in total) which are the learner's own work.

A checklist and/or recording, with the notes used by the learner, should be retained as evidence of performance.

# Appendix 1: Progression in oral communication skills

The following table show skills progression among the Core Skills: Oral Communication at SCQF Level 3, Level 4 and Level 5.

SCQF 3	SCQF 4	SCQF 5
<p><b>General skill</b> Produce and respond to simple oral communication</p>	<p><b>General skill</b> Produce and respond to straightforward oral communication</p>	<p><b>General skill</b> Produce and respond to oral communication</p>
<p><b>Specific skills</b></p> <ul style="list-style-type: none"> <li>◆ convey simple information, opinions, or ideas</li> <li>◆ attempt to sequence and link information, opinions, or ideas</li> <li>◆ use an appropriate range of spoken language structures</li> <li>◆ take account of situation and audience during delivery</li> <li>◆ respond to others, taking account of their contributions</li> </ul>	<p><b>Specific skills</b></p> <ul style="list-style-type: none"> <li>◆ convey appropriate information, opinions, and/or ideas</li> <li>◆ sequence and link information, opinions, and ideas</li> <li>◆ use appropriate vocabulary in an appropriate range of spoken language structures</li> <li>◆ take account of situation and audience during delivery</li> <li>◆ respond to others, taking account of their contributions</li> </ul>	<p><b>Specific skills</b></p> <ul style="list-style-type: none"> <li>◆ convey all essential information, opinions, or ideas with supporting detail accurately and coherently</li> <li>◆ show skill in sequencing and linking information, opinions, and/or ideas</li> <li>◆ use vocabulary and a range of spoken language structures appropriate to purpose and audience</li> <li>◆ take account of situation and audience during delivery</li> <li>◆ respond to others, taking account of their contributions</li> </ul>

In Literacy at SCQF **Level 3**, learners will develop simple oral communication which

- ◆ enables them to take part in a simple interaction with one or more people — this will usually be a discussion on a simple topic
- ◆ conveys information, opinions, or ideas at a simple level
- ◆ sequences and links information clearly and in order — eg giving directions in the correct order
- ◆ uses simple vocabulary in an appropriate register. Vocabulary and sentence structures will allow the speaker's meaning to be conveyed
- ◆ speaks loudly enough for listeners to hear
- ◆ uses appropriate non-verbal conventions — eg making appropriate eye contact or gestures, pausing at appropriate times

- ◆ responds to others appropriately — eg by repeating information, or asking or answering questions

In Literacy at SCQF **Level 4**, learners will develop straightforward oral communication which

- ◆ enables them to 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
- ◆ conveys several items of information, opinions, or ideas
- ◆ sequences and links information clearly and in order when presenting — eg giving instructions in the correct order; giving a short talk with a recognisable beginning and end, and basic linkage
- ◆ uses 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
- ◆ speaks loudly enough for listeners to hear, and tries to vary pace and tone
- ◆ uses appropriate non-verbal conventions — eg making appropriate eye contact, posture or gestures, pausing at appropriate points
- ◆ takes 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

In Literacy at SCQF **Level 5**, learners will develop oral communication which

- ◆ enables them to 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 a 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, 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 a presentation, giving an overview in the introduction, presenting information in a logical sequence, and giving 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

## Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ Building the Curriculum 4: Skills for learning, skills for life and skills for work
- ◆ Building the Curriculum 5: A framework for assessment
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ SCQF Handbook: User Guide (*published 2009*) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

# Administrative information

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**Published:** April 2013 (draft version 1.0)

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## History of changes to Advanced Higher draft Course/Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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