



COMMUNICATION
Writing
SCQF Level 2
10 Hour Unit (F3GR 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 written 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 simple and routine, using everyday language familiar to the learner. Learner motivation can be maximised by making the writing 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 use very simple language in familiar everyday situations. They may need a considerable level of support to carry out the activities.

For this Unit the learner should produce a very simple, meaningful piece of writing (or a portfolio of related pieces) of at least 25 words. If a portfolio of related pieces is used, it should include a substantive piece of no fewer than 15 words. 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:

- ◆ written document
- ◆ supplementary images
- ◆ preparatory notes

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:

- ◆ decide who will read the piece of writing
- ◆ decide what to say and state the information or opinion clearly (using simple words and short sentences)
- ◆ choose a format that suits the reader and fits the topic (eg an e-mail or a postcard)
- ◆ choose words (and graphics, if appropriate) that readers will understand
- ◆ use punctuation to make meaning clear

Written 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 which could be used.

The purpose

Learners need to decide purpose and readership. They should be clear about the main message and state the information or opinion clearly.

Format

At this level, learners should understand the way that different formats are used (eg e-mail, list, or short note) and match the format to the reader and topic.

Words and graphics

Very simple words should be used that are familiar to the reader. Other items (eg sketches or photographs) can be included in support of the text. These may be selected from a bank of images or created by learners.

Punctuation

Very simple punctuation conventions should be followed (eg use of capital letters, full stops, and question marks).

Gathering evidence

Written evidence is essential for this Unit, though additional material such as sketches or photographs may support the written text. Notes prepared by the learner may be submitted as additional evidence.

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:

- ◆ sending a short e-mail to a friend, suggesting a time and place to meet
- ◆ producing a simple poster, showing the date, time, and venue for an evening out with colleagues
- ◆ noting what to make for an evening meal and making a shopping list of what is needed
- ◆ writing a postcard with news of a holiday
- ◆ leaving a short note for a colleague to record a brief telephone message

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

Some errors may be present, but these should not prevent the reader from grasping the meaning after further reading.

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

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 writing skills in personal, workplace, social, or educational situations in order to produce a very simple written document.

Example context 1: Writing an e-mail to a friend

Context: The learner writes a short e-mail to a friend to arrange a meeting, suggesting a time and place to meet.

The learner may want to suggest:

- ◆ a meeting place
- ◆ the date and time for the meeting
- ◆ whether they have a coffee or lunch

Assessment: The learner should comply with the basic conventions of e-mailing, eg include an address and a subject line.

Language can be informal. The message should be expressed in simple words and sentences, and use basic punctuation.

Example context 2: Producing a poster

Context: The learner produces a simple poster showing the date, time, and venue for an evening out with colleagues.

The poster should include words and appropriate images that give information about:

- ◆ the event
- ◆ where it will be held
- ◆ the date and time of the event
- ◆ whom to contact for further details

Assessment: The learner should produce a written poster, either by hand or electronically. This should be made up of simple words and sentences, and use basic punctuation. The poster may also contain images, either original or selected by the learner from a bank.

Example context 3: Making a shopping list

Context: The learner notes what to make for an evening meal and makes a shopping list of what is needed.

It can be helpful if the learner:

- ◆ makes a note of what the evening meal will be
- ◆ decides what ingredients are needed for each part of the meal, eg 'mince and tatties' might mean buying gravy browning and onions, as well as meat and potatoes
- ◆ makes a rough list of everything that will be needed
- ◆ writes out the shopping list tidily

Assessment: The learner should list items logically, using simple words, abbreviations, sentences, and basic punctuation. Brand names can be used if appropriate.

Example context 4: Writing a postcard

Context: The learner writes a postcard with news from a holiday.

The postcard should include:

- ◆ the name and address of the reader
- ◆ the date
- ◆ a salutation
- ◆ a message
- ◆ a valediction
- ◆ a signature

Assessment: Language can be informal. The message should be expressed in simple words and sentences, and use basic punctuation.

Example context 5: Writing a note to a colleague

Context: The learner leaves a note for a colleague, recording a brief telephone message.

The note should include:

- ◆ the first name of the colleague
- ◆ the time of the phone call
- ◆ the name of the caller
- ◆ a message
- ◆ a signature

Assessment: Language can be informal. The message should be expressed in simple words and sentences, and use basic punctuation.

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 writing skills in personal, workplace, social, or educational situations in order to produce a very simple written document.

Use this sheet to help you prepare for assessment.

Learner:	Date:
Who are you writing to or for?	
What is the best format for your writing? eg: ◆ letter ◆ list ◆ e-mail ◆ postcard	
What details do you need to include?	
Do you need to include any pictures or graphics? If so, what?	

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

Assessment checklist: Writing

Task: Use writing skills in personal, workplace, social or educational situations in order to produce a very simple written document.

Learner:		
Description of writing task:		Word count:
Skills	Tutor feedback	Achieved (Yes/No)
<p>Produces a brief, relevant, written communication that either:</p> <ul style="list-style-type: none"> ◆ conveys a simple item of information <p>or</p> <ul style="list-style-type: none"> ◆ presents a simple opinion in concrete, personal terms 		
<p>Uses very simple vocabulary and sentence structures sufficiently clearly to convey meaning. (Errors may be present but these should not prevent the reader from grasping the meaning after further reading.)</p>		
Tutor signature:		Date:
Context: Texts used for assessment should be very familiar to the candidate and well practised.		

ADMINISTRATION 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: Reading 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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