

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Superclass- HD -Session-1991-92
-Module Number- 7110721

-Title- USING BASIC WRITING SKILLS

-DESCRIPTION-

Purpose This module is designed to develop the candidate's communication skills at a basic level for different purposes.

The module is designed to meet the needs of a wide range of users eg. those involved in Adult Basic Education, those involved in government training programmes.

Alternative outcomes for candidates with special educational needs such as those arising from sensory impairment can be certificated by arrangement with SQA. Details of the procedures involved are set out in the Council's guidelines for candidates with special needs.

Preferred Entry Level No formal entry requirements.

Outcomes The candidate should:

1. write factual accounts;
2. write expressively;
3. complete forms.

Assessment Procedures Acceptable performance in this module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1

WRITE FACTUAL ACCOUNTS

PCs

- (a) A clear pre-writing plan is produced.
- (b) Language employed is appropriate to purpose and audience.
- (c) Factual content is accurate, complete and clear.
- (d) Some evidence of structure is discernible.
- (e) Syntax, spelling and vocabulary are sufficiently accurate to convey meaning.
- (f) Presentation is in a suitable format and is legible.

IA Assignment

The candidate will undertake 2 assignments.

The assignments may be carried out in the workplace, in personal work projects or through projects/assignments/simulations over a period of time.

Satisfactory performance will be achievement of all the Performance Criteria in each of the 2 assignments.

OUTCOME 2

WRITE EXPRESSIVELY

PCs

- (a) A clear pre-writing plan is produced.
- (b) Language employed is appropriate to purpose and audience.
- (c) Content is expressed clearly.
- (d) Some evidence of structure is discernible.
- (e) Syntax, spelling and vocabulary are sufficiently accurate to convey meaning.
- (f) Presentation is in a suitable format and is legible.

IA Assignment

The candidate will undertake 2 assignments.

The assignments may be carried out in the workplace, in personal work projects or through projects/assignments/simulations over a period of time.

Satisfactory performance will be achievement of all the Performance Criteria in each of the 2 assignments.

OUTCOME 3 COMPLETE FORMS

PCS

- (a) All instructions on the form are followed accurately.
- (b) Recording of required information is legible.
- (c) All relevant information is clearly and concisely presented.
- (d) Syntax, spelling and vocabulary are sufficiently accurate to convey information required.

IA Assignment

The candidate will undertake 2 assignments.

The assignments may be carried out in the workplace, in personal work projects or through projects/assignments/simulations over a period of time.

Satisfactory performance will be achievement of all the Performance Criteria in each of the 2 assignments.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

In this module, contexts should be related to and drawn from the interests of the candidate. The stimuli to write should be relevant to everyday and working life. The module should be approached through different topics and themes and related to some of the different functions of writing.

Corresponding to Outcomes 1-3:

1. Contexts could involve situations where the candidate produces simple written pieces in the form of letters, reports or notes which will require to convey no more than one main idea.

Examples could include a letter of complaint, a report of an accident, a letter seeking legal advice (eg. a tax or rent rebate), a written message for a colleague.

2. The candidate could use personal writing to express and convey ideas, feelings and experience. Prose items should be written in paragraphs. Examples could include personal letters, autobiographical pieces, descriptions, narratives.

3. The candidate could complete forms in common use, requiring personal details and additional information from a number of sources. Sentences should be written in response to at least one of the questions on the form.

Examples could include insurance claim forms, accident report forms, job application forms, holiday booking forms, mail order forms, pre-printed telephone message pads.

SUGGESTED LEARNING AND TEACHING APPROACHES

In order that the candidate can grow in confidence, opportunities must be provided for regular practice in a variety of writing activities relevant to the candidate's needs. If writing is purposeful, candidates will be better motivated to make progress, and this means that tutors should discuss with learners the types of skills in writing which they wish to develop.

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11/02/98