



# **Core Skills Framework: an introduction**

## **Communication**

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## Introduction

Core Skills enable people to put their knowledge, skills and understanding into action flexibly, adapting them to new situations. Core Skills apply to a wide range of contexts in education and training, in life, and in work. They underpin and promote the development of learning and study skills, and provide a foundation for lifelong learning and personal development.

The importance of Core Skills is widely recognised in employment and education. Lifelong learning that builds on people's Core Skills is essential if individuals are to fulfil their personal needs and meet the needs of society. In the workplace, employees at every level are increasingly expected to take responsibility for the quality of the products and services they produce or provide. Individuals who can analyse and solve problems, communicate well, use information technology, and work with others effectively, are well-equipped to assume the active, flexible and responsible roles that modern workplaces need.

A wide variety of skills and qualities are developed and used in education and training, in work and in life. Some of these are 'core' to personal development and performance.

First, there are skills for **tackling issues and problems**. These skills include being able to:

- ◆ think critically and creatively
- ◆ analyse situations and suggest courses of action
- ◆ plan and organise what is involved and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future

Second, there are skills that are vital in enabling individuals to function effectively. **Communication**, both orally and in writing, is essential for clarifying your own thoughts, for relating to others, and for learning and working. The **numerical skills** involved in processing, interpreting, and communicating information can help you to understand, predict, and solve many types of problem. Skills in **using information and communication technology** are increasingly essential for obtaining and analysing information, for organising your ideas, and for communicating and working with others. And being able to **work with others** means having interpersonal skills that help you to co-operate with others in personal, learning and working situations to identify and achieve your shared goals.

## The Core Skills

Each Core Skill, and its components, can be assessed at SCQF levels 2–6. This section gives you a brief description of each component, and describes the range of activities that its assessment will involve at the different levels.

### Core Skill: Problem Solving

The three components of this skill are the stages involved in tackling issues and problems in personal, social, and work contexts. They are often used in sequence, and repeatedly. Each component can also be a focus of activity in its own right.

#### Component: Critical Thinking

Critical Thinking is about using analysis and reasoning to make decisions and to create or suggest ideas, courses of action, and strategies. Attainment levels range from:

- ◆ working in situations that involve a few, easily-identified factors set in familiar contexts

to:

- ◆ working in more complex situations that require a greater degree of analysis before approaches can be devised

#### Component: Planning and Organising

Planning and Organising is the ability to plan a task, taking account of available resources, and to manage the task to completion. Attainment levels range from:

- ◆ creating plans involving a small number of steps and using familiar resources

to:

- ◆ efficient management of a more complex plan, which may include a review of strategy and a degree of research in identifying the resources to be used to deal with difficulties

#### Component: Reviewing and Evaluating

Reviewing and Evaluating is the ability to reflect on and review the process of tackling issues and problems, to evaluate the outcomes, and to identify where alternative strategies might have been used. Attainment levels range from:

- ◆ identifying a strength and weakness in a strategy

to:

- ◆ identifying and gathering evaluation evidence, evaluating strategies, and making appropriate recommendations

## **Core Skill: Communication**

Communication skills underpin almost all personal, social, learning, and working activity. They are essential in clarifying your thoughts, in interacting and conversing effectively with others, and in conveying information, feelings, and opinions.

### **Component: Oral Communication**

Oral Communication means being able to take part in discussions and make presentations, interacting with your audience as appropriate. Attainment levels range from:

- ◆ conveying basic information and opinions through short, informal communications on familiar topics

to:

- ◆ presenting and analysing complex information and issues through more sustained discussions or presentations on complex topics, as well as listening and responding to what others say

### **Component: Written Communication**

Written Communication is the ability to write and respond to writing (reading). Attainment levels range from:

- ◆ dealing with brief communications expressing a few basic ideas or pieces of information about familiar topics

to:

- ◆ dealing with communications which analyse and explore complex information and issues

## **Core Skill: Numeracy**

To cope with the demands of everyday life, including work and study, people need to be comfortable with numbers and with graphs, symbols, diagrams, and calculators. The skills needed for this involved interpreting, processing, and communicating, quantifiable and spatial information.

### **Component: Using Graphical Information**

This is the ability to interpret and communicate quantifiable information that is given in writing, diagrams, or pictures. Attainment levels range from:

- ◆ working in familiar contexts with simple, specified tables, graphs and shapes

to:

- ◆ working in more abstract contexts and with more complex graphical information which may require some analysis, and where decisions have to be made on effective ways to communicate the information

### **Component: Using Number**

This is the ability to apply numerical and other relevant mathematical and statistical skills. Attainment levels range from:

- ◆ working confidently with basic numbers in everyday contexts

to:

- ◆ working confidently with more complex numerical concepts and techniques in more abstract contexts

### **Core Skill: Information and Communication Technology**

Information and Communication Technology is concerned with the electronic collection, organisation, analysis, presentation, and communication of information. It encompasses all media types and formats as well as all relevant tools.

The Core Skill focuses on the ability to use information and communication technology to process information in a variety of ways which will be necessary for further learning in work and in the home. It is not about developing IT specialists who will act as first-line support for others or install specialist systems.

This is a rapidly progressing area. While the standards and examples given provide a snapshot for 2013, the framework has been designed to be flexible enough to accommodate any further digital skills deemed essential for everyday use.

### **Component: Accessing Information**

This is the ability to use information and communication technology to support a range of information-accessing activities. Attainment levels range from:

- ◆ accessing basic information and communication technology to perform simple processing of familiar data and to select information from a local database or a simple internet search

to:

- ◆ making effective, responsible, and secure use of information and communication technology, using application software in a context requiring some analysis and evaluation, and retrieving information from a range of sources

### **Component: Providing/Creating Information**

This is the ability to use information and communication technology to provide, create, and process information. Attainment levels range from:

- ◆ using familiar application software to carry out very simple processing tasks and providing/creating very simple information technology

to:

- ◆ using a range of information and communication technology in unfamiliar contexts, observing security procedures and the needs of other users. Evaluating and sharing information

### **Core Skill: Working with Others**

The fact that Working with Others is a Core Skill emphasises the importance of co-operation and teamwork in social, learning, and working situations. Working with Others has two components: Working Co-operatively with Others, and Reviewing Co-operative Contribution.

While achieving a shared goal is the main focus, co-operation with others should be developed through all stages of any collaboration.

Reviewing your own contribution and learning through reflection also has a wider application to personal development.

### **Component: Working Co-operatively with Others**

This is about using interpersonal skills appropriately, to recognise and value the roles of other people, taking responsibility for your own contribution, and supporting co-operative working in appropriate ways. Attainment levels range from:

- ◆ identifying, with support, your own role and the roles of other people, and helping to achieve a shared goal

to:

- ◆ analysing the roles and behaviour of others and adapting your own behaviour to deal with the complexity of changing and challenging dynamics

### **Component: Reviewing Co-operative Contribution**

This is the ability to discuss the process of working co-operatively with other people, reflecting on and reviewing the collaboration. This might include commenting or resolving issues and handling other people's behaviour.

Learners should evaluate the outcomes, identify the value of their own contribution, and reflect on any personal learning and development that may be needed to enhance their contribution to future collaborative work.

Attainment levels range from:

- ◆ identifying a strength and weakness in the way you helped achieve things together, suggesting how your own contribution could be strengthened in the future

to:

- ◆ identifying and gathering evidence, critically evaluating your own contribution, and making appropriate recommendations about future learning and contributions

## Core Skills certification

Since 1999, candidates for SQA qualifications have been able to show what they have achieved in Core Skills.

Candidates with Standard Grades will already have a Core Skills profile. Also, many candidates undertaking key National Courses, supporting Curriculum for Excellence, should get a Core Skills profile. The Core Skills Profile is reviewed each time they achieve a new SQA qualification. There is no need for candidates to achieve all Core Skills, or to complete a Group Award. Their profile will report their Core Skills achievements by component — so Core Skills certification is available to those who do not complete a whole Core Skill.

With increasing emphasis being placed on Core Skills in education (including higher education), training, and employment, it is important that candidates are given the opportunity to be credited for what they can do.

Candidates can achieve Core Skills through:

- ◆ any Unit, Course or Award which has been audited against the Core Skills framework and validated as fully covering one or more Core Skills component
- ◆ named Core Skills Units

In the former case, certification will be automatic. Candidates will not need to enter for the Core Skills component — the entry on the Core Skills profile will be generated automatically by SQA when they achieve the relevant Unit, Course or Award.

Named Core Skills Units are available for use by schools, colleges, higher education institutions, and training providers, and in the workplace.

## The purpose of this document

The remainder of this document provides detailed technical specifications for each Core Skill for use by those designing programmes of learning and teaching in Scotland. This document should support practitioners in the teaching and learning of Core Skills, this does not always have to be tied to certification. It can also be used for auditing Units, Courses, Awards, assessment programmes, and Group Awards, and by SQA staff.

The document gives definitions of the Core Skills at each level and the specific skills in each. It also gives details of how the skills could be applied by the candidate. The further information section should be interpreted in the context of the Unit/Course. The section is not a list of mandatory requirements. It gives examples of how a candidate can show the development of the specific skills.

## Oral Communication

SCQF 2

### General skill

Produce and respond to a very simple oral communication.

### Specific skills

The candidate must:

- ◆ convey at least one very simple item of information, opinion, or idea
- ◆ use an adequate range of spoken language structures
- ◆ take account of situation and audience during delivery
- ◆ listen to and take account of the contributions of others

### Further information

The candidate can show this through:

- ◆ taking part in a very simple interaction with one or more people — this will usually be a brief discussion on a very simple, familiar topic
- ◆ using language that the listener(s) understand(s). There may be weaknesses in the candidate's use of vocabulary, register, and sentence structures, but these should not prevent communication with others
- ◆ in the main, speaking loudly enough for listeners to hear
- ◆ occasionally using appropriate non-verbal conventions — eg making appropriate eye contact once or twice, pausing at appropriate points
- ◆ responding to others appropriately by listening and taking account of their contributions — eg by repeating information or answering a question, nodding

### Examples of tasks might include:

- ◆ responding to very simple suggestions made to change something
- ◆ agreeing or disagreeing with a very simply expressed point of view
- ◆ giving personal details such as a name and address to another person in response to a very simple question
- ◆ telling a very simple joke

## Oral Communication

SCQF 3

### General skill

Produce and respond to simple oral communication.

### Specific skills

The candidate must:

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

### Further information

The candidate can show this through:

- ◆ taking part in a simple interaction with one or more people — this will usually be a discussion on a simple topic
- ◆ conveying information, opinions, or ideas at a simple level
- ◆ sequencing and linking information clearly and in order — eg giving simple directions in the correct order
- ◆ using simple vocabulary in an appropriate register. Vocabulary and sentence structures will allow the speaker's meaning to be conveyed
- ◆ speaking loudly enough for listeners to hear
- ◆ using appropriate non-verbal conventions — eg by listening and responding, following an instruction, making appropriate eye contact or gestures, pausing at appropriate times
- ◆ responding to others appropriately by listening and taking account of their contributions — eg by repeating information, or asking or answering questions

### Examples of tasks might include:

- ◆ responding to simple suggestions made to change something
- ◆ agreeing or disagreeing with a simply expressed point of view
- ◆ passing on a simple message for an absent colleague
- ◆ making an estimate based on a simple discussion with a customer
- ◆ giving directions to a visitor as to how to reach a particular place, or area, that is not immediately obvious
- ◆ making a brief call, using a telephone, making a video call, eg Skype or Facetime, to ask for simple information
- ◆ discussing the progress of a task or project with others, taking turns in contributing
- ◆ carrying out a simple and clear instruction/suggestion

## Oral Communication

SCQF 4

### General skill

Produce and respond to straightforward oral communication.

### Specific skills

The candidate must:

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

### Further information

The candidate can show this through:

- ◆ taking 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
- ◆ conveying several items of information, opinions, or ideas
- ◆ sequencing and linking 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
- ◆ using 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
- ◆ speaking loudly enough for listeners to hear, and trying to vary pace and tone
- ◆ using appropriate non-verbal conventions — eg making appropriate eye contact, posture or gestures, pausing at appropriate points
- ◆ taking account of the contributions of others — eg by listening and responding to points of view, taking account of their contributions, answering questions, asking questions to clarify, or expanding points briefly if necessary

### Examples of tasks might include:

- ◆ acting on a telephone complaint from a customer which has some detail
- ◆ discussing a short, straightforward work briefing and taking appropriate action
- ◆ following the main thread of a straightforward group discussion on a local issue and contributing with some reasoned argument/opinions
- ◆ recognising when a comment is overtly sarcastic or ironic
- ◆ taking part in an uncomplicated interview/webinar/web conference
- ◆ giving a short informal talk and answering some questions on some aspect of work undertaken

## Oral Communication

SCQF 5

### General skill

Produce and respond to oral communication.

### Specific skills

The candidate must:

- ◆ convey all essential information, opinions, or ideas with supporting detail accurately and coherently
- ◆ show skill in sequencing and linking information, opinions, and/or ideas
- ◆ use vocabulary and a range of spoken language structures appropriate to purpose and audience
- ◆ take account of situation and audience during delivery
- ◆ respond to others, listening and taking account of their contributions

### Further information

The candidate can show this through:

- ◆ taking 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 will 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, models or images using IT or multimedia tools
- ◆ conveying 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
- ◆ sequencing and linking 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
- ◆ using 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
- ◆ speaking loudly enough for listeners to hear and adjust pace and modulation to meet the needs of the audience
- ◆ making appropriate use of eye contact, posture, and gesture
- ◆ taking account of the contributions of others — eg by listening and responding to points of view, taking account of their contributions, answering questions, asking questions to clarify or explore in greater depth, summarising or expanding on points made

### Examples of tasks might include:

- ◆ taking part in an interview or meeting at work to decide on the best course of action
- ◆ giving a presentation which is supported by visual aids such as multimedia tools
- ◆ making a significant contribution to a local debate, taking a range of roles to help move the discussion forward to conclusion
- ◆ explaining a task with several steps and a considerable degree of detail to a new member of a team or class
- ◆ summarising a series of points made in a discussion group

## Oral Communication

SCQF 6

### General skill

Produce and respond to oral communication on a complex topic.

### Specific skills

The candidate must:

- ◆ use vocabulary and a range of spoken language structures consistently and effectively at an appropriate level of formality
- ◆ convey all essential information, opinions, or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate
- ◆ structure communication to take full account of purpose and audience
- ◆ take account of situation and audience during delivery
- ◆ respond to others, listening and taking account of their contributions

### Further information

The candidate can show this through:

- ◆ taking part in a spoken interaction with one or more people. This may be a formal meeting/discussion/web conference with a clear remit to explore an issue in depth and reach conclusions. Candidates will make a significant and sustained contribution to the discussion which should allow for identification of key elements and exploration of points of view on a complex issue. Alternatively, the candidate can deliver a structured oral presentation which presents, analyses, and evaluates a substantial body of information. The presentation should include significant, sustained interaction with, and responses to, the questions and points of view of the audience. An oral presentation should be supported where appropriate by images — eg illustrations, models or images using IT or multimedia tools
- ◆ conveying all essential information or ideas. Although the topic may be complex, the candidate may simplify elements by identifying and expanding on key aspects, possibly in response to questions
- ◆ using vocabulary, register, and sentence structures which are consistently appropriate to purpose and audience, and are varied effectively. Some complex or specialist vocabulary may be used
- ◆ integrating the use of formal language and non-verbal conventions, with conscious variation in tone, pace, and modulation adjusted to audience needs. Skilled use will be made of eye contact, posture, gesture and tone
- ◆ responding to others as appropriate — eg by listening; answering questions; asking questions to clarify or explore responses in greater depth; analysing; summarising; expanding, reflecting on or synthesising the points of view expressed

## Oral Communication

## SCQF 6 (continued)

### Examples of tasks might include:

- ◆ giving a work briefing for performance of a complex task or procedure, and responding to questions
- ◆ summarising both sides of a group discussion on a given proposal
- ◆ reacting appropriately to a complex complaint from an annoyed customer
- ◆ making a significant contribution, based on prior preparation and investigation, to a formal meeting/conference with a clear remit
- ◆ making a sustained and coherent argument on a complex topic based on a range of beliefs, values, opinions, or facts
- ◆ making a formal presentation which collates, analyses, and presents conclusions on findings from a substantial project

## Written Communication (Reading)

SCQF 2

### General skill

Read and understand very simple written communication.

### Specific skills

The candidate must:

- ◆ identify the purpose of a brief written communication of non-fiction
- ◆ identify a piece of information in the written communication

### Further information

Reading material should be very familiar to candidates and routine to their situation. Texts with a practical purpose are most suitable — these are likely to include supporting images as well as words. Vocabulary should be familiar to the candidates. 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 — eg layout, language, use of pictures or other supportive material.

The candidate can show this through:

- ◆ reading a brief written communication (text) which conveys one or two items of information — the text must be non-fiction
- ◆ identifying the purpose of that text, showing awareness of the context within which the information is used — eg a warning, an instruction, an invitation, a list, an application
- ◆ identifying a specific piece of information from the text

### Examples of tasks might include:

- ◆ identifying a warning notice and extracting the key information
- ◆ identifying an invitation to a birthday party and extracting the correct sender/place/time/date
- ◆ using a very simple, short shopping list of familiar products to buy correct items

## Written Communication (Reading)

SCQF 3

### General skill

Read, understand, and evaluate simple written communication.

### Specific skills

The candidate must:

- ◆ identify the significant ideas or main points in the written communication of non-fiction
- ◆ make a basic evaluation of the communication supported by a single piece of evidence

### Further information

Reading materials should be familiar to the candidate and routine to their situation. Texts with a practical purpose are most suitable. These may include images as well as words. Vocabulary should be familiar to the candidates. The communication will be brief, the key points should be explicit, and the content should be direct and uncomplicated. The purpose of the communication should be clear and should be clearly embodied in conventions typical of this particular form — eg layout, language, use of pictures or other supportive material, level of formality.

The candidate can show this through:

- ◆ reading a brief written communication (text) which conveys several items of information. The text must be non-fiction
- ◆ extracting the most important ideas/key points of information from that text
- ◆ saying whether the text achieved its purpose and give a reason

### Examples of tasks might include:

- ◆ identifying the main information from a simple leaflet and commenting on how useful the leaflet is
- ◆ explaining the point of a letter from school or college, identifying the main information it contains, and deciding if it is, or isn't, a helpful letter
- ◆ explaining the aim of a short article posted on the web (or in a magazine, or newspaper) to highlight the benefits of recycling, taking the main points to discuss and deciding if it is a convincing article
- ◆ identifying what is required from a job advert, including what skills are required for the job and deciding, with reasons, whether or not it is likely to succeed

## Written Communication (Reading)

SCQF 4

### General skill

Read, understand, and evaluate straightforward written communication.

### Specific skills

The candidate must:

- ◆ give an accurate account of important ideas or significant information in a written communication of non-fiction
- ◆ make a basic evaluation of the communication supported by evidence

### Further information

Reading material should be mainly familiar to candidates and routine to their situation, and may include images as well as words. Vocabulary should be familiar to the candidates, but may include some accessible specialist or technical terms. Sentences will usually be simple in structure and there will be a straightforward relationship between paragraphs or other structural divisions. The communication should express its content in a direct, uncomplicated way and key points should be easily identifiable. The purpose of the communication should be embodied in conventions which are consistent with its purpose and the intended reader — such as layout, use of graphics, and language.

The candidate can show this through:

- ◆ reading a written communication (text) which conveys several sets of information and/or a distinct opinion. The text must be non-fiction
- ◆ extracting the main points from that text
- ◆ saying how well the text meets its purpose, referring to aspects of the text such as conventions of layout, format, and language used

### Examples of tasks might include:

- ◆ identifying the main issues in an e-mail outlining a new work policy, actively responding to each point, and commenting on how clearly the message had been conveyed
- ◆ identifying the main points in an article on healthy eating which explores several ways this can be achieved and commenting how persuasive it has been
- ◆ following the written instructions for using a piece of domestic equipment and commenting on their clarity

## Written Communication (Reading)

SCQF 5

### General skill

Read, understand, and evaluate written communication.

### Specific skills

The candidate must:

- ◆ identify significant information, ideas, and supporting details in a written communication of non-fiction
- ◆ evaluate the effectiveness of the communication in meeting its purpose

### Further information

Reading materials may deal with topics and use vocabulary which candidates may reasonably have been expected to encounter through a general awareness of vocational or current issues. They may sometimes feature unfamiliar, abstract ideas and complexity in tone, point of view or central argument. A suitable text will combine factual content with analysis, or present a sustained point of view. It may use some complex vocabulary and sentence structures which allow for exemplification. It may include images (eg diagrams, maps, tables, sketches or photographs) as well as words. The text may have more than one purpose — eg to inform and report, or evaluate; to express a reaction; and to persuade.

The candidate can show this through:

- ◆ reading a written communication (text) which combines factual content and analysis and/or presents a sustained opinion or argument. The text must be non-fiction
- ◆ identifying the significant ideas and detail within the communication and make appropriate links
- ◆ evaluating how well the communication meets its main purpose and the needs of its intended readers by referring to content, style, and conventions such as layout, graphics, and language

### Examples of tasks might include:

- ◆ presenting a summary of an article from a local or community newspaper or web page, identifying any bias and its possible effect on readers
- ◆ summarising (or responding to) the features and costs of equipment described in a detailed e-mail, evaluating how well the message works
- ◆ following detailed on-screen instructions to play a new computer game and commenting on their effectiveness

## Written Communication (Reading)

SCQF 6

### General skill

Read, understand, and evaluate complex written communication.

### Specific skills

The candidate must:

- ◆ identify and summarise all significant information, ideas and supporting details in a complex written communication of non-fiction
- ◆ evaluate fully the effectiveness of a communication in meeting its purpose and the needs of its intended readership

### Further information

Reading materials may deal with topics and vocabulary which are abstract and may be unfamiliar to candidates. Information, ideas, and meaning will be at a sophisticated level (often characterised by the number and relationship of ideas, by density of detail, or by abstraction). The text may use complex/specialist vocabulary and make substantial use of sentences which are internally complex. The structure of the text will allow for exemplification and analysis. The text may include images (eg diagrams, maps, charts, tables, photographs) as well as words. The text will normally have more than one purpose — eg to inform, report and evaluate; to discuss and to persuade; to express a reaction; to share an experience and to draw conclusions; to recommend.

The candidate can show this through:

- ◆ reading a written communication (text) which is concerned with the presentation, analysis, and synthesis of information; and/or which explores an issue from several perspectives; and/or which presents a sustained and sophisticated argument. The text must be non-fiction
- ◆ extracting, summarising, and providing a full explanation of the relationships between all significant information, ideas, and supporting detail within the communication
- ◆ evaluating fully how well the communication meets its purpose and the needs of its intended readers. Evidence given in support of this evaluation should include analysis of the relationship between the purpose and intended readership; and an examination of the conventions such as style, structure, graphics, layout, tone, and language

### Examples of tasks might include:

- ◆ summarising and evaluating a substantial research report from a trade or professional journal
- ◆ analysing and evaluating a community partnership's annual report, inferring the readership/purpose and commenting on the effectiveness of its presentation
- ◆ analysing and evaluating a series of complex articles from a web log (blog) and extracting relevant information which may impact on processes at work

## Written Communication (Writing)

SCQF 2

### General skill

Produce very simple written communication.

### Specific skills

The candidate must:

- ◆ present relevant information
- ◆ use conventions which are appropriate for purpose

### Further information

Tasks should be very familiar to the candidate and well practised.

Texts may include images such as sketches or photographs in support of written texts.

These images may be selected by the candidate with support from a bank of images or created by the candidate.

The candidate can show this through:

- ◆ producing a brief, written communication which conveys a simple item of information or a simple opinion presented in concrete personal terms
- ◆ using very simple vocabulary and where appropriate very simple sentence structures. Errors may be present but these should not prevent the reader from grasping the meaning after further reading

### Examples of tasks might include:

- ◆ sending a short note, postcard, or e-mail
- ◆ making a simple notice or birthday card
- ◆ making a shopping list of at least six items

## Written Communication (Writing)

SCQF 3

### General skill

Produce a simple written communication.

### Specific skills

The candidate must:

- ◆ present all essential ideas/information
- ◆ use a discernible structure
- ◆ use conventions which are mainly appropriate for purpose and audience
- ◆ use spelling, punctuation, and sentence structures which are sufficiently accurate to convey meaning

### Further information

Tasks should be familiar and routine for the candidate.

Texts may include images such as maps, sketches, diagrams, or photographs in support of the written text. These images may be selected by the candidate from a bank of images or created by the candidate.

The candidate can show this through:

- ◆ producing a brief, written communication which conveys several items of information and/or a discernible personal opinion
- ◆ using a format, layout, and word choice which are appropriate to the purpose and target readership
- ◆ using simple vocabulary and sentence structures. There may be errors, but these should not prevent the reader from grasping the meaning
- ◆ using basic punctuation

### Examples of tasks might include:

- ◆ writing a short update e-mail or note to family
- ◆ writing a short message requesting information from a colleague
- ◆ making diary, log book, or blog entries
- ◆ writing a simple recipe with ingredients list and method

## Written Communication (Writing)

SCQF 4

### General skill

Produce a straightforward but detailed written communication.

### Specific skills

The candidate must:

- ◆ present all essential ideas/information with some supporting detail in a logical order
- ◆ use a structure which is mainly appropriate to purpose and audience
- ◆ use conventions which are appropriate to purpose and audience
- ◆ use spelling, punctuation, and sentence structure which are mainly accurate

### Further information

Tasks should be mainly familiar to the candidates and routine to their situation.

The candidate can show this through:

- ◆ producing a written communication which conveys several sets of information and/or a clearly stated opinion with generality and objectivity
- ◆ organising the sets of information/aspects of content into a logical structure, with straightforward relationships between paragraphs or other divisions
- ◆ using a format, layout, and word choice which are appropriate to the purpose and intended readership
- ◆ using spelling, vocabulary, and sentence structure accurately enough to convey meaning at first reading

### Examples of tasks might include:

- ◆ recording details of work procedures in a log
- ◆ responding in writing to a complaint about faulty goods
- ◆ completing an accident report supported by maps and diagrams
- ◆ contributing to a general, personal, or vocational blog

## Written Communication (Writing)

SCQF 5

### General skill

Produce well structured written communication.

### Specific skills

The candidate must:

- ◆ present all essential ideas/information and supporting detail in a logical and effective order
- ◆ use a structure which takes account of purpose and audience, and emphasises the main points
- ◆ use conventions which are appropriate to target audience and effective in achieving the purpose
- ◆ use spelling, punctuation, and sentence structure which are consistently accurate
- ◆ vary sentence structure, paragraphing, and vocabulary to suit the purpose and target audience

### Further information

The communication will have a clearly defined purpose and audience. Information will be presented and analysed, with selection and highlighting of the most significant details. Ideas and opinions will be developed and supported by evidence. Texts may include images (eg tables, maps, diagrams or photographs) in support of the written text. These images may be selected from a bank of images or created by the candidate.

The candidate can show this through:

- ◆ producing a written communication which is concerned with the presentation and analysis of information and/or with developing an opinion or argument
- ◆ organising the content into a logical and effective structure, with clear linking between sentences and paragraphs or other structural divisions
- ◆ using a format, layout, and word choice which are appropriate to the intended readership and effective in meeting the purpose
- ◆ using spelling, vocabulary, and sentence structure accurately. This may include some complex vocabulary and sentence structures. Where appropriate, sentences will show accurate handling of clauses. Although a few errors may be present when using complexities, these will not be significant

### Examples of tasks might include:

- ◆ producing a local investigation report with appropriate subdivisions/headings
- ◆ writing minutes of a meeting with detailed reports on issues discussed
- ◆ making an extended contribution to a debate within a general, personal, or vocational blog
- ◆ producing a critical response on a current topic with appropriate structures and referencing

## Written Communication (Writing)

SCQF 6

### General skill

Produce well structured written communication on complex topics.

### Specific skills

The candidate must:

- ◆ present all essential ideas/information and supporting detail in a logical and effective order
- ◆ use a structure which takes account of purpose and audience and links major and minor points in ways which assist the clarity and impact of the writing
- ◆ use conventions which are effective in achieving the purpose of the piece and adapted as necessary for the target audience
- ◆ use spelling, punctuation, and sentence structures which are consistently accurate
- ◆ vary sentence structure, paragraphing, and vocabulary to suit the purpose and target audience

### Further information

The communication will have a clearly defined purpose, audience, and appropriate structure. Information will be presented, analysed, and evaluated, and/or ideas and opinions will be developed in relation to an issue which is explored in depth and considered from several perspectives, taking account of and refuting challenges. Appropriate complex topics may involve a large number of related ideas, large amounts of detail (which the candidate must present clearly), or discussion of abstract or technical concepts. Texts may include supporting images.

The candidate can show this through:

- ◆ producing a written communication which presents, analyses, and evaluates a substantial body of information, and/or develops an opinion in relation to an issue which is explored in depth
- ◆ using a structure and layout which makes clear how content has been organised and evaluated, using paragraphing or other structural divisions to make clear distinctions between facts, opinions, arguments, and conclusions. A recognised referencing system may be used
- ◆ using a format, layout, and word choice which are appropriate to the content and context, adapted to meet the needs of the intended readership, and effective in meeting the purpose
- ◆ using spelling, vocabulary, and sentence structure accurately, and vary these to clarify aspects of content. Sentences may be internally complex and some complex language may be used, including some specialist vocabulary. Glossaries may be used. Although a few errors may be present, these will not be significant

## **Written Communication (Writing)**

## **SCQF 6 (continued)**

### **Examples of tasks might include:**

- ◆ producing a well structured report of a complex, practical investigation or research project which draws detailed conclusions/makes recommendations for change
- ◆ drafting a proposal to local councillors which details community resources required with recommended actions to be taken
- ◆ writing a detailed report to management on the incidence and causes of recent accidents with suggestions on how to improve health and safety