



**COMMUNICATION**  
**SCQF Level 4**  
**40 Hour Unit (F3GB 10)**

# **CORE SKILLS UNIT**

## **ASSESSMENT SUPPORT PACK**

### **Part 1: Information for tutors**

#### **What is involved?**

This Unit is designed for delivery in schools, colleges, workplaces, community, and other learning environments. The content should involve tasks and skills that are suited to the requirements of the individual learner. The focus of the Unit is on transferable communication skills:

- ◆ reading, summarising, and evaluating
- ◆ writing
- ◆ speaking and listening

These skills should be useful to learners in their education, in their social and personal lives, or in current and future jobs.

For this Unit, learners are expected to be able to communicate with others at a straightforward level and may require some support to carry out the activities. The Unit is designed for those who have some skill or experience in communicating within the workplace, in public, in the community, or in education or training. The work undertaken in assessments should be routine.

The Unit might be suitable for learners who are currently working towards other qualifications at SCQF levels 3 or 4, eg National Qualifications or SVQs.

Communication tasks can be combined with other Core Skills activities, such as those for Working with Others, Problem Solving or Information and Communication Technology (ICT). If you are adopting this approach, remember that records must be kept for each of the Units.

## Assessment and evidence

Learners at SCQF level 4 are required to deal only with straightforward language. They may need some guidance from you, from another tutor or teacher, or a supervisor or mentor.

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.

This Unit is not just about assessing a minimum number of tasks. Rather, it should be used as a tool for developing the range of skills. In reading, it is important that you encourage the learners to read widely from a range of documents with different themes, styles, and formats, used in different contexts, eg in work, leisure, or education. Similarly, learners should experiment with a variety of writing formats and styles, practising formal and informal styles, using graphics and supporting materials, and writing for different audiences, before attempting an assessment task. Speaking and listening skills, in discussion and in delivering presentations on familiar and unfamiliar topics, should be developed over a period of time, to build confidence and technique.

Practising and developing expertise in a range of contexts will emphasise to the learners that these skills are not limited to a particular subject, course of study or workplace situation, but can be used in all areas of their lives.

## Reading

You should choose straightforward reading material on a non-fiction topic that conveys several sets of information and/or a distinct point of view. The topic should be one that is mainly familiar to the learner from their personal, workplace, educational, or social experiences. The reading material may include images as well as words.

The length of the chosen reading text should be appropriate to level 4 i.e. between 300 and 600 words.

Vocabulary should be familiar to the learners and 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 reading material should express its content in a direct, uncomplicated way, and key points should be easily identifiable.

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.

## Writing

You should use a task for assessment that is mainly familiar to the learners in their personal, workplace, educational, or social environment. Documents may include images such as maps, sketches, diagrams, or photographs in support of the written text. These may be created by learners or selected from a bank of images.

Learners will use straightforward vocabulary and sentence structure, including, where appropriate, common specialist or technical terms. A few errors may be present but these should not prevent the reader from grasping the meaning on first reading.

Learners will produce one piece of writing of at least 300 words (or a number of related pieces) that conveys several pieces of information and/or a clearly stated opinion. If there are a number of pieces, one of these must contain no fewer than 200 words. Document(s) can be hand written or word processed.

## Speaking and listening

The oral communication must be one spoken interaction between the learner and one or more people. This may be either a discussion (lasting a minimum of three minutes) or the learner may give a short presentation lasting a minimum of two minutes, with an additional one minute for questions to gather evidence for the listening element.

You will establish learner competence by observation of the spoken interaction referring to the evidence requirements, supplemented where necessary by questioning.

## Planning

You should work out where opportunities for meeting the standard 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:

When reading:

- ◆ pick out the important ideas and key points in a straightforward piece of writing
- ◆ evaluate a piece of writing (eg is it clearly laid out, does it use language which the reader will understand, has the writer chosen an appropriate format, does it contain all the information that a reader would need, does it present both sides of an issue?)
- ◆ decide whether or not a piece of writing has achieved its aim or purpose, giving evidence for their answer

When writing:

- ◆ decide who will read their piece of writing and why it will be read
- ◆ choose a format for their piece of writing that is appropriate to the readers and the subject matter (eg an e-mail, a letter, a diary, or blog entry)
- ◆ choose appropriate layout, order, words, and graphics
- ◆ include relevant information or ideas
- ◆ present the information/ideas with some supporting detail in a logical order
- ◆ use spelling, grammar, and punctuation that are accurate enough to convey meaning on first reading (eg structure of sentences, tenses of verbs, capital letters, full stops, commas, question marks, dashes, and brackets)

When speaking and listening:

- ◆ express spoken ideas clearly (eg by choosing suitable language; speaking clearly and loudly enough; varying speed and tone; pausing at appropriate points)
- ◆ order and link the spoken information, opinions or ideas in a logical way (eg a speech with a beginning, middle and end; instructions in the correct order)

- ◆ use body language appropriately (eg by smiling, leaning forward, using gestures, and making eye contact)
- ◆ listen carefully to what others say, taking account of their contribution and respond accordingly (eg by repeating information; giving extra information; asking questions to clarify anything that they do not understand; explaining their point of view)

Assessment guidance, together with some suggested activities, is contained in Part 2.

## Reading

Reading skills can be developed and assessed by using or adapting material readily available in the learners' workplace, or from educational, community, or social environments. Familiar written documents could include leaflets, letters, or e-mails, notices or memos on a notice board, reports, instruction manuals, and articles in magazines or newspapers.

### Picking out all important ideas and key points

Learners will need to know how to pick out all the important points that the writer is making. They should be encouraged to look at how the writer identifies the subject of the document. This could be the title or subject line of an e-mail or a letter, an eye-catching headline, or even a picture on a poster or leaflet. Within the document, there will be important points the writer does not want the reader to miss. Sometimes these are in bigger or bolder print or are set out in bullet points, numbered, or underlined. Another way of highlighting important points would be to separate a longer piece of writing into paragraphs, so that each important point starts on a new line. The writer may also use diagrams, photographs, or other graphics to draw attention to important points.

### Evaluating a piece of writing

Learners should be able to judge the effectiveness of the communication. They will need to decide how useful the information was: whether or not instructions were clear and easy to follow; whether or not the information seemed to be complete; whether or not a balanced argument was presented between differing points of view in a discussion document. They should identify whether or not the language was understandable, eg with few unfamiliar words or technical terms.

### Deciding whether or not a written communication has achieved its aim or purpose

When deciding whether or not the piece of writing has achieved what it set out to do, the learners must consider the aim or purpose. For example, if the purpose was to give instructions, these should have been set out clearly, in a logical order, and in a language that could be understood by the intended reader.

Learners are not required to work out the purpose of the piece of writing in order to pass. You can tell them this as part of the assessment instruction. However, they do need to know the purpose in order to evaluate successfully.



## Writing

Producing written communication may be a familiar part of some learners' working, learning, or personal routine. For others, suitable writing tasks may not occur naturally, and you may have to set a special assessment. Written tasks should relate to the everyday experience of the learners.

### Writing for the reader

Learners need to decide whom they are writing for and why (eg to inform, instruct, advise or persuade). They should be clear about the main messages and make sure the way they write is appropriate for readers, both in content and style. For example, a letter to a customer or a bank manager will normally be more formal than an e-mail to a friend or colleague.

### Choosing a suitable format

Different formats are appropriate for different situations. The content of the document will influence the choice of format, eg whether to write a short formal report on the childcare facilities available locally or an e-mail to a friend giving an update on the latest plans for a class reunion.

The choice of subject will also influence whether the communication is completed in handwriting or produced electronically. In reality, in today's workplaces, and in many social and educational situations, most written communications are produced electronically.

### Choosing layout, order, words, and graphics

Thinking about the potential readers, the content, and the format will help learners select an appropriate structure and layout. In a workplace or college context, there may well be a prescribed way of writing reports, letters, and e-mails, in which case this should be adhered to, though sometimes the writer may be allowed to influence the appearance of the finished piece. Vocabulary should be familiar to the learner. Other items (eg maps, diagrams, pie charts, and photographs) can be included in support of the text. These may be selected from a bank of images or created by the learner.

### Including information and ideas

Learners should demonstrate the ability to select information or ideas that are relevant to the main messages of the written communication and avoid including any material that may be interesting but has little bearing on their

aim in writing the piece. Their communication should convey several sets of information and/or a clearly stated opinion: this opinion should be expressed generally and objectively.

### **Presenting information in a logical order**

Learners should demonstrate their ability to write in a logical order, using paragraphs and headings. The main ideas should be expressed first, or given prominent placing, with supplementary information following. Learners should be able to construct a document with a clear structure (eg beginning, middle, and end). Common conventions can be used to highlight important points (eg large or bold type, bullet points, and underlining).

### **Spelling, punctuation, and grammar**

Spelling, punctuation, and grammar should be generally correct. Learners should make sure that the words they use most often are spelled correctly, which at this level may include some straightforward technical terms or abbreviations. They will be expected to comply with simple grammatical structures by constructing sentences correctly and using the correct tense for verbs. The main punctuation conventions should be followed (eg use of capital letters, full stops, commas, question marks, dashes, and brackets).

## Speaking and listening

Naturally occurring discussions on any aspect of work, education, community, or social life offer opportunities for assessment. Alternatively, learners may wish to give a short presentation or demonstration about a particular project, hobby, community activity, or topical issue, fielding questions from the listeners to demonstrate listening skills.

## Expressing ideas

Learners should know how to prepare for important conversations or discussions, making sure they know what they want to say. They should choose vocabulary that is appropriate to the topic and that the listeners will understand. If technical words or abbreviations are used that are unfamiliar to the listener (eg when discussing new games technology), these should be explained. They should be able to use some of the most common spoken conventions to aid understanding, eg speaking slowly, clearly, and loudly enough; varying speed and tone for emphasis; pausing to allow for a response from the listener.

## Ordering and linking spoken information

Learners should understand how to present spoken information logically. One indicator of the importance of topics is the order in which information is presented: usually most important idea first, often repeated at the end for emphasis. This is particularly important when giving instructions. They should be able to construct a speech or presentation with a recognisable structure, ie beginning, middle, and conclusion. Prominence can be given to significant words or phrases by their order, placement in relation to other words, and repetition.

## Using 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 speaker should be aware and make use of this. It can convey confidence or diffidence, transparency or concealment, interest or indifference. Learners should be encouraged to try to look as relaxed as possible (even if they are nervous) and smile (if it is appropriate to do so). The main indicators are posture, eye contact, facial expression, and gesture.

There is a range of gestures that enhance the spoken message, eg opening the hands in a welcoming gesture, nodding, or shaking the head. Some gestures are more akin to formal signs, eg putting the hand up in a response to a question or pointing when giving directions.

### **Listening carefully**

It is important that learners listen carefully to what others say, allowing them the opportunity to ask questions or to offer points of view. It is often appropriate to pause at intervals while speaking to encourage others to contribute or ask questions. The speaker should be prepared to provide clarification on vocabulary, specific topics, and on the general sense of what has been said, rephrasing if necessary to aid understanding. Learners should also seek clarification from other speakers if they need to.

## Gathering evidence

It may be appropriate for you to gather written evidence produced by the learner while carrying out the practical activities. However, written evidence is not essential for the reading and speaking/listening elements of this Unit and is inappropriate if it disadvantages the learner.

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.

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 for this Unit.

The Unit requires learners to:

### Reading

Read a straightforward piece of non-fiction writing. They may then write a short report or the tutor may ask questions, make notes, or record what they have said.

### Writing

Produce a document (or a series of related documents) totalling at least 300 words that conveys several pieces of information, opinions, or ideas. At least one of the documents should be a substantive piece of no fewer than 200 words.

### Speaking and listening

Take part in a discussion or give a short talk to one or more people with questions and answers. The tutor will observe the learner and make notes or a recording. The learner should also keep a brief record explaining the situation (eg who was present, what was being discussed, and what was the purpose of the discussion). This record might include any plan that the learner developed for his/her presentation/discussion.

Evidence for the Unit as a whole may be gathered in a variety of ways. Some typical activities might be:

- ◆ identifying the main messages in an article on recycling that explores several ways in which this can be done, commenting on how persuasive the arguments were
- ◆ following written instructions for using a piece of laboratory equipment and summarising them, commenting on the clarity and effectiveness of the instructions
- ◆ writing a personal blog to keep family or friends overseas up to date with what is happening in the UK
- ◆ writing a letter complaining about faulty sports equipment supplied to a local club
- ◆ discussing with fellow students the arrangements for a study trip that is being planned
- ◆ giving a short talk to new mothers, describing the experiences of bringing up young children

## **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 you create an assessment task related to the learner's own situation

Some possible tasks are suggested overleaf.

Part 3 contains generic exemplar planning sheets and assessment checklists that you may use as they are. However, you may also adapt these to reflect the detail of the tasks you decide to set.

## Task 1: Reading a straightforward piece of non-fiction writing

The document should consist of straightforward material on a non-fiction topic that conveys several sets of information and/or a distinct point of view. The topic should be one that is straightforward and mainly familiar to the learner from their workplace, education, or social experiences. The reading material may include images as well as words.

The length of the chosen reading text should be appropriate to level 4 i.e. between 300 and 600 words.

Vocabulary should be familiar to the learners and 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 reading material should express its content in a direct, uncomplicated way, and key points should be easily identifiable. The layout, use of graphics, and language should match the aim or purpose of the piece of writing. Assessors and internal verifiers are responsible for ensuring that the reading text to be used for assessment satisfies the requirements of level 4 in terms of complexity and length.

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.

Evidence for any reading assessment may be presented as answers to questions or in the form of a short written or oral report, supplemented by responses to questions if necessary.

The following assessment exemplars are suggested to help you to identify potential contextualised assessment opportunities. Assessors must ensure that the chosen assessment satisfies the requirements of level 4. Selecting reading texts that are unnecessarily long and/or complex may lead to over-assessment.

### Personal/social context

- 1 Read a pamphlet or leaflet providing information on educational, leisure, or work-related services available in your locality and identify the key points. Comment on how useful this information would be to someone new to the area and how well it was presented.



- 2 Select and read an appropriate vehicle manual. Follow the instructions for carrying out a routine non-mechanical check, eg trip and total distance, clock, radio, and climate control settings; correct tyre pressure, oil and water levels. State what you think were the key instructions, comment on how they were presented, and how well you managed to follow them.
- 3 Consult a website identifying the health risks of smoking and offering advice on how to quit. List the key points made, and then evaluate the way the information was presented and the persuasiveness of the advice.

## Educational context

- 1 Read the instructions on the use of an ICT facility in school, college, or training centre, eg the duration and scheduling of study sessions; the type of websites and materials which can be accessed; copyright rules governing photocopying; personal use of e-mail services. Summarise the main points then comment on how effectively the instructions are presented.
- 2 Consult an appropriate website and read an article that will provide background information for an essay you have been asked to write, eg the population breakdown for the UK; weather forecasts for Scotland over the next month; Celtic jewellery designs. Pick out the key points, then comment on the usefulness and completeness of the information, including any graphical material.
- 3 Select and read a document from the library or resource centre which offers advice on study techniques, eg planning study and homework sessions; maintaining a balance between study and social life. Pick out the key points and comment on how effective the advice might be.

## Workplace context

- 1 Read and follow instructions from a training manual on the correct and safe procedures for mixing and applying permanent or semi-permanent hair colouring. Explain the procedure as if you were talking to a client and then write comments on the clarity of the instructions.
- 2 Read the content of a notice in a distribution centre identifying the procedures for unpacking and storing a product range, including the identification codes to be used for locating the product in the warehouse.

Identify the main points and evaluate how helpful the notice was.

- 3 Identify the main issues in an e-mail about a new policy that proposes to include evening working in the weekly work schedule. Summarise the key proposals and assess how effective it was in putting over the new ideas in a way that would be acceptable to staff.

## Task 2: Writing — producing a document (or series of documents) totalling at least 300 words

Learners will produce one piece of writing of at least 300 words (or a number of related pieces) that conveys several pieces of information and/or a clearly stated opinion. If there are a number of pieces, one of these must contain no fewer than 200 words. Document(s) can be hand written or word processed. Learners should be encouraged to write the word count at the end of their assessment.

Documents may include images such as maps, sketches, diagrams, or photographs in support of the written text. The learner will use straightforward vocabulary and sentence structure, including, where appropriate, common specialist or technical terms. A few errors may be present but these should not prevent the reader from grasping the meaning on first reading.

### Personal/social context

- 1 Write a letter of complaint to a local supermarket, identifying the reasons for the complaint and stating what an acceptable solution could be.
- 2 Write a blog or round-robin letter to keep family and friends overseas up to date with what is happening in the UK; use photographs and other images.
- 3 Keep a diary or log of a regime for healthy life-style choices. At the end of a period of time summarise any changes that these choices have brought about (eg weight loss, better sleeping patterns, and improved relationships at work and play).

### Educational context

- 1 Draw up a helpful guide, including a map and other sketches/information, for new students about to attend school/college who may be unfamiliar with the locality. Include the location of the nearest cafes, shops, and public transport links (with timetables).
- 2 Write a letter or e-mail to a fellow pupil or student, giving them advice on how to cope with a difficult situation they are experiencing (eg harassment or bullying, inability to cope with the level of work/study required, or managing a limited personal budget).
- 3 Write a short essay, or create a portfolio of related notes, for a

subject/course being studied (eg the Highland Clearances, the events surrounding 9/11, or creative clothing design of the 1960s).

## Workplace context

- 1 Create a chart/schedule, with appropriate illustrative material, that could be used as a checklist for new assistants working in the nursery. This could include start and departure arrangements; timing and detail of meals and snacks; structured play activities; story time; rest periods.
- 2 A customer has written a letter of complaint about the poor level of customer care they received at the reception desk. Write a reply, apologising and explaining that an inexperienced member of staff was on duty. Offer a special deal by way of compensation.
- 3 The store is implementing a new policy to encourage customers to recycle materials (eg plastic bags, immediate packaging, and cardboard boxes). A recycling counter will be set up next to the customer information desk, where customers can place all unwanted materials in a series of containers. Write a notice for the staff notice-boards, informing all staff of when and how this will be put into place.

## Task 3: Speaking and listening – participating in a discussion or delivering a presentation

The oral communication must be one spoken interaction between the learner and one or more people. This may be either a discussion (lasting a minimum of three minutes) or the learner may give a short presentation lasting a minimum of two minutes, with an additional one minute for questions. The topic should be one that is straightforward and familiar to the learners. You will establish learner competence by observation of the spoken interaction, supplemented where necessary by questioning the learner.

### Personal/social context

- 1 It has been suggested that the opening hours for the crèche facility at the local community learning centre should be extended, but as a result the hourly rate would be more. The organisers say that the increased income from the extra hours would not cover the cost of premises, heating/lighting, and staffing (only a few parents would take advantage of the extended hours). Learners should discuss this openly and frankly, taking account of everyone's views, and recommend what should be done.
- 2 People at the local community centre have fallen into the habit of leaving dirty dishes around the meeting room and not bothering to put waste in the bin – generally leaving everywhere an unhygienic mess. As a group, learners should discuss possible solutions to this problem that will be acceptable to everyone and easy to implement.
- 3 Deliver a presentation describing work recently completed on a project (eg setting up a fitness session or designing and writing a community newsletter).

### Educational context

- 1 Learners have been invited to enter a competition specific to their area of study (eg hairdressing, catering, or graphical design). As a group, they must discuss the proposed event and decide who will do what, as well as what facilities, equipment, etc they will need. Everyone should come out of the discussion understanding what is required.
- 2 Some learners are worried that they are not achieving the required standard. They should identify what is wrong, discuss what might be

done to help them, and summarise their proposals.

- 3 Deliver a formal presentation to the class or study group on a recent educational experience (eg attending a specialist course, going on a work placement, or helping with a charity event).

## Workplace context

- 1 The display design team has been made responsible for marketing a new product range and must discuss what the best methods might be, bearing in mind the potential clients and the cost of the new products. Learners must discuss (and be prepared to explain) the reasons for their own preferences. The team must reach a consensus.
- 2 Many young people in training receive less than the national minimum wage. Is this a fair exchange – training or more pay? What other options are there? Discuss this with a group of staff and make sure all opinions are expressed and taken into account.
- 3 Demonstrate a new piece of equipment that people are having difficulty with. It will be important to remember that some of the audience may take longer to understand than others.

## **Additional information for assessors**

The three communication tasks may be connected. For example, if the learner presents evidence for Task 1 in report format, the same document could provide full or partial evidence for Task 2, as long as it meets specific skill (and length) requirements for writing.

Similarly, a Task 1 report, or Task 2 writing exercise, could be used as part of the preparation for an oral presentation or discussion.

Assessors should ensure that reading texts are appropriate for this level. A brief marking guideline should be drawn up to ensure consistency of reading assessment.

## Part 3: Exemplar recording documentation

This section provides forms that can be used for planning and recording learners' assessment results.

### Planning sheets

Planning documents are tools that encourage wider learning around Core Skills Communication standards.

Planning sheets should not be used to assess summative assessment. They are intended for formative purposes only.

However, you can use these to help learners plan and/or provide supplementary evidence in support of assessment, **if needed**.

### Assessment checklists

Assessment Checklists should be used to assess summative assessment.

Assessment Checklists contain the standards for Core Skills Communication at this level. The standards are in the Skills that learners must demonstrate to pass summative assessment.

You can use **Assessment Checklists** to make observation notes and record achievement for each task.



## Planning sheets

The following documents should be used for learning and planning purposes only. Assessment Checklists in the next section should be used for summative assessment.

### Planning sheet A for Task 1: Reading assessment

Use this sheet to help you prepare for assessment.

<b>Learner:</b>	<b>Date:</b>
<b>Title of what you read:</b>	
<b>Main aim or purpose of what you read:</b> <b>To ...</b>	
What were the main ideas? List them briefly in your own words.	
How successful was the piece of writing in what it was trying to do?  Refer to conventions such as layout, format, and language.	

## Planning sheet B for Task 1: Reading assessment

There are different ways of assessing your reading skill. Your tutor may ask you questions about what you have read and record your answers (Planning Sheet A will help you prepare for this).

Or you may be asked to write a short report on what you have read. The following format may help you with this.

**Report on.....**

Insert the title of the document you read.

### 1. Main ideas

Here summarise the main ideas of the document. You can use bullet points if you want to.

### 2. Evaluation

Rate the piece of writing by commenting on its layout and format, whether or not it uses language you understand, whether or not it contains all the information you need, and whether or not it presents both sides of the issue. Your evaluation should keep in mind the aim or purpose of the piece of writing. Support your evaluation with evidence from the text.

**This evaluation section of your report is likely to be at least 60 to 70 words long.**

**Signature:**

**Date:**

Don't forget to sign and date your report.

## Exemplar reading report

Look through the reading piece you are directed to by your assessor.  
'Factsheet: Nutrition in Teenagers' from the Nutrition Scotland website.

<https://www.nutritionscotland.org/nutrition-in-teenagers/>

The purpose of this leaflet is to give information to parents about how they can help teenagers to eat healthily during their teenage years. Read the whole factsheet but then make your report about page 2 only of the factsheet.

### 1. Main ideas

Page 2 of the article covers:

- ◆ It mentions a campaign for young people called Bite Back 2030. This is about young people having the right to make healthy food choices.
- ◆ It says you can't tell teens what to eat, you have to give them choice and listen to their opinions.
- ◆ Parents should be good role models by trying new foods and eating sensibly.
- ◆ Social media can give teens wrong information about food. Parents should help by giving the right information and ways to understand if social media facts are wrong.
- ◆ This is the time of life when a lot of teens get eating disorders. If parents are worried about this, they should get help immediately.

There is a big heading that says Factsheet at the start of page 2. On the other side of the page is a heading Nutrition Scotland with a picture of a vegetable next to it. This links to the main story about healthy food for teens.

### 2. Evaluation

The information is well presented. There are two columns of writing that make it look like a magazine. There is a great picture of a teen underneath the bit about social media. It has lots of colours and words like Facebook and YouTube on it, which are things that teens use. The factsheet is quite easy to understand. It is written clearly and parents will understand words like 'pushing boundaries' because that is what their teens might do anyway. There are little paragraphs and headings to make it easier to read. This is good information for parents about their teens.

Signature: Amy McTavish

Date: 1 April, 2022

## Planning sheet for Task 2: Writing assessment

Use this sheet to help you prepare for assessment.

<b>Learner:</b>	<b>Date:</b>
What will be the purpose of your writing?	
Who is your intended reader?	
What are the main points you intend to make? (For SCQF level 4 the writing should contain several sets of information and/or a clearly stated opinion.)	
What format will you choose that is appropriate to your reader(s) and purpose?	
How will you arrange structure and layout to make the writing clear?	
What graphics/images might you use that are appropriate?	
What sources of information do you intend to use (eg people, class notes, textbooks, websites)?	

## Planning sheet A for Task 3: Speaking and listening

Use this sheet to help you prepare for assessment.

### Oral presentation

<b>Learner:</b>	<b>Date:</b>
What do you plan to speak about?	
What will be the purpose of your presentation?	
Who will your audience be? Will they know you? Will they know anything about your topic?	
What main points will you make?	
How will you involve your listeners (eg by question and answer session at the end; use of questions at the start)?	
What visual aids might make your presentation more effective/interesting?	
What sources of information can you use (eg people, class notes, textbooks, or websites)?	
What sort of prompts might help you (eg cue cards, PowerPoint slides)?	

## Planning sheet B for Task 3: Speaking and listening

Use this sheet to help you prepare for assessment.

### Discussion

<b>Learner:</b>	<b>Date:</b>
What will the discussion topic be?	
What will be the purpose of the discussion?	
Who will take part?	
What sources of information will you use to research your topic (eg people, class notes, textbooks, or websites)?	
What will your role be? What main points will you make?	
What are the roles of the rest of the group?	
What sort of prompts or visual aids might help you (eg cue cards, notes, or pictures)?	

## Assessment checklists

The Skills in the following Assessment Checklists are the standards that learners must reach to pass summative assessment.

### Assessment checklist: Reading

**Task 1:** Read, understand, and evaluate straightforward written communication.

<b>Learner:</b>		
<b>Description of reading task:</b>		
<b>Skills</b>	<b>Tutor feedback</b>	<b>Achieved (Yes/No)</b>
Important ideas and key points in a straightforward piece of non-fiction writing are identified.		
Writing is evaluated in terms of its aim or purpose. Evidence to support evaluation includes reference to: <ul style="list-style-type: none"><li>◆ content</li><li>◆ style</li><li>◆ whether or not it presents both sides of an issue (if applicable)</li><li>◆ conventions such as layout, graphics, and language</li></ul>		
<b>Tutor's signature:</b>		<b>Date:</b>
<b>Note:</b> A suitable text will be straightforward and contain several sets of information and/or a distinct point of view. It may use vocabulary that is familiar to the learner and some accessible specialist technical terms. It may include images as well as words. It should be between 300 and 600 words in length.		

## Assessment checklist: Writing

**Task 2:** Produce a straightforward but detailed written communication.

<b>Learner:</b>		
<b>Description of the writing task:</b>		<b>Word count:</b>
<b>Skills</b>	<b>Tutor feedback</b>	<b>Achieved (Yes/No)</b>
Format for piece of writing is appropriate to readers and subject matter.		
Layout, structure, vocabulary and graphics (if used) are appropriate for reader(s).		
Information/ideas are presented in logical order with some supporting detail.		
Spelling, grammar, sentence structure, and punctuation make meaning clear on first reading.		
<b>Tutor's signature:</b>		<b>Date:</b>
<p><b>Note:</b> The writing task will be mainly familiar to learners. Writing will convey several pieces of information, opinions, or ideas. Vocabulary and sentence structure will be straightforward and may include common specialist or technical terms. One piece of writing must be at least 300 words or if there are a number of related pieces, one of these must contain no fewer than 200 words.</p>		



## Assessment checklist: Speaking and listening

**Task 3:** Produce and respond to straightforward oral communication.

<b>Learner:</b>		
<b>Description of speaking and listening task:</b>		<b>Duration:</b>
<b>Skills</b>	<b>Tutor feedback</b>	<b>Achieved (Yes/No)</b>
Expresses ideas clearly.		
Shows skill in linking information, opinions, and/or ideas logically.		
Uses body language to help delivery.		
Listens carefully to others, taking account of their contributions and responds accordingly.		
<b>Tutor's signature:</b>		<b>Date:</b>
<p><b>Note:</b> Oral presentation must be of the required duration for SCQF level 4 - a minimum of two minutes, with an additional one minute for the candidate to address the audience's questions. For discussion (lasting a minimum of three minutes) the candidate's contribution must be significant.</p>		

## ADMINISTRATIVE INFORMATION

### Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 4



**Unit code:** F3GB 10  
**Superclass:** KB  
**Publication date:** June 2022  
**Source:** Scottish Qualifications Authority  
**Version:** 03

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## History of changes

Edition	Description of change	Date
3	Task 1 - selection of texts for reading assessments (length and level of complexity); role of purpose in relation to evaluation; suggested generic questions. Task 3 – expected duration for oral presentations.	June 2020
4	All Tasks: Clearer definition of purpose given for planning documents and assessment checklists. Task 1: exemplar report updated to reflect Core Skills Communication standards more clearly.	March 2022

## Acknowledgements

SQA acknowledges the valuable contribution that Scotland’s educational institutes have made in the development of qualifications.