



**COMMUNICATION**  
**Writing**  
**SCQF Level 3**  
**10 Hour Unit (F3GR 09)**

# **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 3. 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 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 3 are required to deal with only simple language in familiar everyday situations. They may need some support to carry out the activities.

For this Unit the learner should produce a simple, meaningful piece of writing (or a portfolio of related pieces) of at least 80 words. If a portfolio of related pieces is used, it should include a substantive piece of no fewer than 50 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 on a format suited to reader and topic (eg letter, e-mail, or short report)
- ◆ decide what to say and write the information clearly
- ◆ choose structure and layout (and graphics, if appropriate) that suit the reader and the topic
- ◆ apply simple rules of grammar and punctuation correctly

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 messages and make sure the way they write is appropriate for readers.

### Format

Different formats are appropriate for different situations. At work, written communications are often called 'documents' and can be reports, leaflets, letters, notices, and e-mails. In less formal contexts, acceptable forms of written communication can include handwritten notes, diary entries, blogs, or informal messages. The content of the document will influence the choice of format, eg whether to write a formal letter or an e-mail, or whether the communication is completed in handwriting or produced electronically.

### Organising the document, layout and words

Thinking about the potential readers, the content and the format will help learners select an appropriate structure and layout. In a workplace context, there may well be a prescribed way of writing reports, letters, and e-mails, in which case the learner should conform to these rules. Sometimes in work, and usually in most other contexts, it will be up to the writer to decide on the appearance of the finished piece.

Attention should be given to writing in a logical order, using paragraphs and headings if appropriate. The main ideas should be expressed first, with supplementary information following. Words should be familiar to the reader.

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 learners.

### Spelling, punctuation, and grammar

Learners should be able to spell simple words with the aid of a spell checker, dictionary, or thesaurus if needed. At this level they will be expected to comply with simple grammatical structures by constructing simple sentences and using the correct tense and agreement for verbs. Simple punctuation conventions should be followed, eg use of capital letters, full stops, quotation marks, commas, and question marks.

## Gathering evidence

Written evidence is essential for this Unit, though additional material such as maps, sketches, diagrams, 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 an 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:

- ◆ writing an e-mail to a friend, describing a film seen recently
- ◆ making an entry in a diary, blog, or workplace logbook
- ◆ describing how to cook a favourite dish by listing the ingredients required and outlining the cooking method
- ◆ writing a short message requesting information from a fellow student or work colleague
- ◆ writing a short letter inviting a customer to a sales presentation

**Note:** Learners must produce one piece of writing of at least 80 words or a portfolio of related pieces. If a portfolio is used, it should include a substantive piece of no fewer than 50 words.

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

## 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 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 produce a simple written document.

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

**Context:** The learner writes an e-mail to a friend, describing a film seen recently.

Points the learner might want to include:

- ◆ the name of the film
- ◆ what kind of film it was, eg action movie or chick-flick
- ◆ what it was about
- ◆ who the stars were
- ◆ what the best bits were
- ◆ whether the learner would recommend it and why

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

Language should be simple and can be informal. The e-mail should have a discernible structure and adhere to the basic rules of spelling, grammar, and punctuation.

## Example context 2: Writing a diary entry

**Context:** The learner makes an entry in a diary, blog, or workplace logbook.

The entry might include:

- ◆ the date
- ◆ reason for entry
- ◆ main events or activities being described
- ◆ the order in which events happened
- ◆ success (or failure) of activities
- ◆ how the learner felt about what happened

**Assessment:** The learner should write with a potential reader in mind, even if the chosen piece of writing is a personal diary entry.

If the structure of the writing is prescribed, eg in a workbook, the learner should conform to the conventions. This may include separating information from results, comments, etc.

Language should be simple. The entry should have a discernible structure and adhere to the basic rules of spelling, grammar, and punctuation.

## Example context 3: Writing a recipe

**Context:** The learner writes out the recipe for a favourite dish.

The information given should include:

- ◆ name of the dish
- ◆ equipment and tools needed
- ◆ ingredients and quantities required
- ◆ cooking method
- ◆ how to serve

**Assessment:** The learner should comply with the conventions of recipe-writing, making sure that all the ingredients, quantities, and method are accurately conveyed and that processes are described in the right order.

Language should be simple. The recipe should have a discernible structure and adhere to the basic rules of spelling, grammar, and punctuation.



## Example context 4: Asking for information

**Context:** The learner writes a short message, asking for information from a fellow student or work colleague.

This could include:

- ◆ name and location of the reader, eg room number
- ◆ why information is needed
- ◆ details of what is needed
- ◆ when the information is needed by
- ◆ signature of the writer
- ◆ date of the message

**Assessment:** Because this message asks for information, it should convey a degree of formality, even though the writer may be familiar with the reader.

Language should be simple. The message should have a discernible structure and adhere to the basic rules of spelling, grammar, and punctuation.

## Example context 5: Writing a letter

**Context:** The learner writes a short letter, inviting a customer to attend a sales presentation.

This could include:

- ◆ name and address of the reader
- ◆ date
- ◆ salutation
- ◆ subject heading
- ◆ description of event
- ◆ details of time and venue for event
- ◆ request for a reply
- ◆ valediction or complimentary close
- ◆ signature

**Assessment:** The language should be simple, but should follow the layout conventions for letter writing.

The letter should have a discernible structure and adhere to the basic rules of spelling, grammar, and 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 simple written document.

Use this sheet to help you prepare for assessment.

<b>Learner:</b>	<b>Date:</b>
Who are you writing to or for?	
What is the best format for your writing? For example: <ul style="list-style-type: none"><li>◆ letter</li><li>◆ list</li><li>◆ e-mail</li><li>◆ report</li></ul>	
What items of information do you need to include?	
How will you organise your layout? For example: paragraphs, sections with headings, bullet point list.	
Would pictures or graphics make your writing more effective? If so, what could you use?	

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

## Assessment checklist: Writing

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

<b>Learner:</b>		
<b>Description of writing task:</b>		<b>Word count:</b>
<b>Skills</b>	<b>Tutor feedback</b>	<b>Achieved (Yes/No)</b>
Presents all essential ideas/information.		
Uses a discernible structure.		
Uses conventions mainly appropriate for: <ul style="list-style-type: none"> <li>◆ purpose</li> <li>◆ audience</li> </ul>		
The following aspects are sufficiently accurate to convey meaning: <ul style="list-style-type: none"> <li>◆ spelling</li> <li>◆ punctuation</li> <li>◆ sentence structure</li> </ul>		
<b>Tutor signature:</b>		<b>Date:</b>
<b>Context:</b> Tasks should be familiar and routine for the learner.		

## ADMINISTRATIVE 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 3. The other Units in this suite are:

Communication: Reading at SCQF level 3

Communication: Speaking at SCQF level 3

Communication: Listening at SCQF level 3



### Credit value

1.5 SCQF credit points (0.25 SQA credits) at SCQF level 3

**Unit code:** F3GR 09  
**Superclass:** KB  
**Publication date:** August 2009  
**Source:** Scottish Qualifications Authority  
**Version:** 02

**Helpdesk:** 0845 279 1000  
**Fax:** 0845 213 5000  
**E-mail:** [customer@sqa.org.uk](mailto:customer@sqa.org.uk)  
**Website:** [www.sqa.org.uk](http://www.sqa.org.uk)

<b>Optima Building</b>	<b>Ironmills Road</b>
58 Robertson Street	Dalkeith
Glasgow	Midlothian
G2 8DQ	EH22 1LE

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