



DESKTOP TASK

S M O K I N G

ASSESSMENT GUIDE



EXEMPLAR MATERIAL – PHOTOCOPIABLE

FOR TUTORS ONLY

COMMUNICATION LEVEL 2

ISSUED SEPTEMBER 2005

Reading – Questions 1–6

| Q | Answers | Total Marks | Key Skills Standards | Adult Literacy Core Curriculum References |
|----|---|-------------|--|---|
| 1a | The learner identifies that the writer's intention is to promote smokers' rights Award 2 marks | 4 | <ul style="list-style-type: none"> Skim documents to gain a general idea of content | <ul style="list-style-type: none"> Trace and understand the main events of continuous descriptive, explanatory and persuasive text |
| 1b | The learner identifies words or phrases such as: <ul style="list-style-type: none"> especially independent second-class citizen rugged rebel Award 1 mark for each appropriate example up to 2 marks | | <ul style="list-style-type: none"> Recognise the writer's intentions Identify the main points, ideas and lines of reasoning from texts and images Scan documents to identify information you need | <ul style="list-style-type: none"> Identify the purpose of a text and infer meaning which is not explicit Read critically to evaluate information and compare information, ideas and opinions from different sources Identify the main points and specific detail Use different reading strategies to find and obtain information (eg, skimming, scanning, detailed reading) |
| 2 | The learner, in their own words, explains the following meaning: <ol style="list-style-type: none"> overprotective/interfering not treated the same as others/treated as less important difficult issue on which everyone in society ie. children; families all ages, has a point of view Award 1 mark for each appropriate explanation up to 3 marks | 3 | <ul style="list-style-type: none"> Scan documents to identify information you need Recognise the writer's intentions | <ul style="list-style-type: none"> Trace and understand the main events of continuous descriptive, explanatory and persuasive text Identify the purpose of a text and infer meaning which is not explicit Read critically to evaluate information and compare information, ideas and opinions from different sources Identify the main points and specific detail Use different reading strategies to find and obtain information (eg, skimming, scanning, detailed reading) |
| 3a | The learner identifies that the purpose of Resource A is: <ul style="list-style-type: none"> to inform to provide information Award 2 marks | 4 | <ul style="list-style-type: none"> Skim documents to gain a general idea of content Recognise the writer's intentions | <ul style="list-style-type: none"> Trace and understand the main events of continuous descriptive, explanatory and persuasive text Identify the purpose of a text and infer meaning which is not explicit Read critically to evaluate information and compare information, ideas and opinions from different sources Identify the main points and specific detail Use different reading strategies to find and obtain information (eg, skimming, scanning, detailed reading) |
| 3b | The learner identifies a writing technique such as: <ul style="list-style-type: none"> official format technical/medical language use of formal tone use of statistics formal language Award 1 mark for technique Award 1 mark for appropriate explanation up to 2 marks | | | |

ESSENTIAL SKILLS

DESKTOP TASK

| Q | Answers | Total Marks | Key Skills Standards | Adult Literacy Core Curriculum References |
|--------------------|---|-------------|---|---|
| 4 | <p>The learner summarises the information in the graph, providing an appropriate headline.</p> <p>Eg “Counting the Deadly Cost of Smoking” “Smoking Deaths Tower Above Others”</p> <p>Award 2 marks for any suitable headline.</p> | 2 | <ul style="list-style-type: none">• Identify the main points, ideas and lines of reasoning from texts and images• Summarise information for a purpose• Select and use different types of documents to obtain relevant information | <ul style="list-style-type: none">• Identify the main points and specific detail• Summarise information (from longer documents) |
| 5 | <p>The learner summarises the relevant arguments from Resources A and C including:</p> <ul style="list-style-type: none">• information from the graph• the 25% increase in risk to non smokers• cot deaths, asthmatic attacks in children etc• premature heart attacks• 600 lung cancer deaths• 12,000 cases of heart disease <p>Award 2 marks for each argument summarised up to 4 marks</p> | 4 | <ul style="list-style-type: none">• Recognise the writers intentions• Summarise information for a purpose• Select and use different types of documents to obtain relevant information | <ul style="list-style-type: none">• Read critically to evaluate information, and compare information, ideas and opinions from different sources• Summarise information (from longer documents) |
| 6a | <p>The learner recognises the writer implies such things as: “The government is...”:</p> <ul style="list-style-type: none">• Over protective, a ‘nanny’ state.• Hypocritical and ungrateful in using tobacco revenue to fund health services• A bully and is suppressing a minority <p>Award 1 mark for each point made up to 3 marks</p> | 5 | <ul style="list-style-type: none">• Scan documents to identify the information you need• Recognise the writers intentions• Summarise information for a purpose | <ul style="list-style-type: none">• Identify the purpose of a text and infer meaning which is not explicit• Read critically to evaluate information, ideas and opinions from different sources |
| 6b | <p>The learner identifies any one of the following techniques:</p> <ul style="list-style-type: none">• Opinion is treated as fact• She/he uses emotive language• The style of writing used exaggerates• She/he represents a pro-smoking organisation (therefore, is biased) <p>Award 1 mark</p> <p>The learner provides an appropriate example to support their answer</p> <p>Award 1 mark</p> | | <ul style="list-style-type: none">• Read an argument and identify the points of view• Summarise information from longer documents | |
| Total Marks | | 22 | | |

Level 2 is awarded for reading if the learner has achieved 15 or more marks.
Level 1 is awarded for reading if the learner has achieved between 11–14 marks.
Record the level achieved in reading on the front of the Learner Answer Booklet

COMMUNICATION LEVEL 2

ASSESSMENT GUIDE

LEVEL 2: Writing – Question 7

Instructions to assessors:

- Read *Guidance on Holistic Assessment* column to help you make an assessment decision
- Take a holistic view of the learner's work when assessing
- Refer to the shaded columns (*Key Skills Standards and Adult Literacy Core Curriculum References*) for guidance
- Should the learner's writing not meet level 2, please assess against the level 1 standards on the page opposite
- Record the level achieved for writing on the front cover of the Learner Answer Booklet
- Read the guidance on the opposite page for awarding an **overall level**.

| Guidance on Holistic Assessment | Key Skills Standards | Adult Literacy Core Curriculum References |
|--|---|---|
| <p>At level 2 the learner produces a document with most of the following characteristics:</p> <p>Length The document should be approximately 350 words.</p> <p>Content Relevant information is selected to suit the task.</p> <p>Format An appropriate format is chosen using at least one heading.</p> <p>Structure The document should be organised in a logical or persuasive sequence using paragraphs and features, such as, headings and sub-headings as appropriate to help the reader follow and understand main points.</p> <p>Style The document should, where appropriate, make use of formal and informal language including, for example, persuasive techniques, technical vocabulary and evidence to support points made to suit the task. The language used is appropriate to purpose and audience.</p> <p>Spelling Punctuation and Grammar The document should be correctly spelt and punctuated so that the meaning is clear.</p> <ul style="list-style-type: none"> – Words most often used in work or studies and daily life are spelled correctly. – Complex sentences are formed correctly. – There is consistent use of tense as well as subject-verb agreement. – Punctuation such as commas, apostrophes, and inverted commas as well as, capital letters, full stops and question marks are used accurately. | <ul style="list-style-type: none"> • Use different formats for presenting information, including essays, reports and articles. • Structure your writing to help readers follow and understand your main points. • Use different styles of writing to suit different purposes. • Proof read and where necessary re-draft your documents so that: <ul style="list-style-type: none"> – spelling is accurate including familiar technical words; – sentences are formed correctly with accurate use of conjunctions; – punctuation is accurate including use of commas, apostrophes and inverted commas. | <ul style="list-style-type: none"> • plan and draft writing • judge how much to write and the level of detail to include • present ideas and information in a logical or persuasive sequence, using paragraphs where appropriate • use format and structure to organise writing for different purposes • use formal and informal language appropriate to purpose and audience • use different styles of writing for different purposes • construct complex sentences • proof read and revise accuracy for writing |

LEVEL 1: Writing – Question 7

| Guidance on Holistic Assessment | Key Skills Standards | Adult Literacy Core Curriculum References |
|---|--|---|
| <p>At level 1 the learner produces a document with most of the following characteristics:</p> <p>Format The document should have an appropriate format suited to the task.</p> <p>Relevance The document should be of an appropriate length and level of detail for level 1 ie. a short document that is fit for purpose and is written in uncomplicated language. The language used is suitable for purpose and audience.</p> <p>Spelling, punctuation and grammar The document should be correctly spelt and punctuated so that the meaning is clear.</p> <ul style="list-style-type: none"> – Words most often used in work or studies and daily life are spelled correctly – Simple sentences are formed correctly – Work is organised into a sequence of short paragraphs, where appropriate, to make meaning clear – There is correct use of tense and subject-verb agreement. Where other types of punctuation are used the learner should not be penalised for occasional errors providing meaning is still clear. | <ul style="list-style-type: none"> • Use different formats for presenting information • Judge the relevance of information and the amount of detail for your purpose • Use relevant images to help the reader understand your main points • Proof-read and, where necessary, redraft your documents so that: <ul style="list-style-type: none"> – words used most often are spelled correctly; – sentences are formed correctly with consistent use of tense and accurate subject-verb agreement; – sentences are marked by capital letters, full stops and question marks; – writing is organised into paragraphs where appropriate. | <ul style="list-style-type: none"> • Plan and draft writing • Judge how much to write and the level of detail to include • Present information in a logical sequence, using paragraphs where appropriate • Use language suitable for purpose and audience • Use format and structure for different purposes • Write in complete sentences • Proof read and revise writing for accuracy and meaning |

AWARDING AN OVERALL LEVEL

Step 1: When you have calculated the marks for reading and have holistically assessed a level for writing, use the table below to find the overall level to be awarded.

Step 2: Transfer the level achieved for reading, the level achieved for writing and the overall level awarded for Communication to the appropriate boxes on the cover of the Learner Answer Booklet.

| Level for Reading | Level for Writing | Overall Level for Communication |
|-------------------|-------------------|---------------------------------|
| 1 | 1 | 1 |
| 1 | 2 | 1 |
| 2 | 1 | 1 |
| 2 | 2 | 2 |



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