



**DESKTOP TASK**

# **TRAFFIC CALMING**

**ASSESSMENT GUIDE**



**EXEMPLAR MATERIAL – PHOTOCOPIABLE**

**FOR TUTORS ONLY**

**COMMUNICATION LEVEL 1**

**ISSUED SEPTEMBER 2005**

### Reading – Questions 1–5

Q	Answers	Total Marks	Key Skills Standards	Adult Literacy Core Curriculum References
1	<p>The learner accurately identifies any <b>four</b> ways to slow traffic from leaflet:</p> <ul style="list-style-type: none"> <li>• speed bumps</li> <li>• speed humps</li> <li>• zigzags</li> <li>• road narrowing</li> </ul> <p><b>Award 1 mark for each correct answer up to four.</b> (Sentences not necessary)</p>	<b>4</b>	<ul style="list-style-type: none"> <li>• Identify the main points and ideas in different types of documents</li> <li>• obtain information from images</li> </ul>	<ul style="list-style-type: none"> <li>• Use different reading strategies to find and obtain information</li> <li>• Trace and understand the main events of continuous descriptive, explanatory and persuasive texts</li> <li>• Identify the main points and specific detail, and infer meaning from images which is not explicit in the text</li> </ul>
2	<p>The learner identifies <b>two</b> valid reasons:</p> <ul style="list-style-type: none"> <li>• to provide children with places to play</li> <li>• to make the area safer</li> </ul> <p>Accept: nowhere for children to play and many families have small children. Also accept: to prevent motorists taking short cuts or similar.</p> <p><b>Award 1 mark for each correct answer. (up to 2 marks)</b></p>	<b>2</b>	<ul style="list-style-type: none"> <li>• Identify the main points and ideas in different types of documents</li> <li>• obtain information from images</li> </ul>	<ul style="list-style-type: none"> <li>• Use different reading strategies to find and obtain information</li> <li>• Trace and understand the main events of continuous descriptive, explanatory and persuasive text</li> <li>• Identify the main points and specific detail and infer meaning from images which is not explicit in the text</li> </ul>
3a	<p>The learner identifies the purpose of Resource A is to:</p> <ul style="list-style-type: none"> <li>• provide information about traffic calming methods</li> <li>• promote the campaign for safer roads</li> </ul> <p><b>Award 1 mark</b></p>	<b>2</b>	<ul style="list-style-type: none"> <li>• Identify the main points and ideas in different types of documents</li> <li>• obtain information from images</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main points and specific detail</li> <li>• Recognise how language and other textual features are used to achieve different purposes</li> <li>• Trace and understand the main events of continuous descriptive, explanatory and persuasive texts</li> </ul>
3b	<p>The learner describes the language as:</p> <ul style="list-style-type: none"> <li>• formal</li> <li>• informative</li> <li>• direct</li> <li>• clear</li> <li>• simple</li> </ul> <p><b>Award 1 mark for a correct answer</b></p>			
4	<p>The learner identifies and correctly matches:</p> <ul style="list-style-type: none"> <li>• tree in tub to volume control</li> <li>• zigzag to speed control</li> <li>• road narrows to speed control</li> <li>• to control volume</li> </ul> <p><b>Award 1 mark for each correct answer. (up to 4 marks)</b></p>	<b>4</b>	<ul style="list-style-type: none"> <li>• Identify the main points and ideas in different types of documents</li> <li>• obtain information from images</li> </ul>	<ul style="list-style-type: none"> <li>• Trace and understand the main events of continuous descriptive, explanatory and persuasive texts</li> <li>• Identify the main points and specific detail, and infer meaning from images which is not explicit in the text</li> </ul>
5	<p>The learner identifies <b>two</b> techniques such as:</p> <ul style="list-style-type: none"> <li>• use of bullets</li> <li>• use of headings/subheadings</li> <li>• use of image</li> <li>• language/short sentences and provides a reason for their choice</li> </ul> <p><b>Award 1 mark for each method (up to 2 marks)</b> <b>Award 1 mark for each relevant explanation of their choice of method (up to 2 marks)</b></p>	<b>4</b>	<ul style="list-style-type: none"> <li>• Identify the main points and ideas in different types of documents</li> <li>• obtain information from images</li> </ul>	<ul style="list-style-type: none"> <li>• Use different reading strategies to find and obtain information</li> <li>• Recognise how language and other textual features are used to achieve different purposes</li> </ul>
<b>Total Marks</b>		<b>16</b>		

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

### LEVEL 1: Writing – Question 6

#### Instructions to assessors:

- Read the column *Guidance on Holistic Assessment* to make an assessment decision
- Take a holistic view of learners work when assessing
- Use the shaded area below for guidance purposes only
- Record the assessment outcome on the front cover of the Learner Answer Booklet
- Entry 3 assessment criteria is provided for comparison purposes only. An Entry 3 outcome may not be awarded for this qualification.

Guidance on Holistic Assessment	Key Skills Standards	Adult Literacy Core Curriculum References
<p>At <b>level 1</b> the learner produces a document with most of the following characteristics:</p> <p><b>Format</b> The document should have an appropriate format suited to the task.</p> <p><b>Relevance</b> 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><b>Spelling, punctuation and grammar</b> The document should be correctly spelt and punctuated so that the meaning is clear.</p> <ul style="list-style-type: none"> <li>– Words most often used in work or studies and daily life are spelled correctly</li> <li>– Simple sentences are formed correctly</li> <li>– Work is organised into a sequence of short paragraphs, where appropriate, to make meaning clear</li> <li>– 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</li> </ul>	<ul style="list-style-type: none"> <li>• Use different formats for presenting information including business letters, memos, forms and short reports</li> <li>• Judge the relevance of information and the amount of detail to include for your purpose</li> <li>• Proof-read and, where necessary, redraft your documents so that: <ul style="list-style-type: none"> <li>– words used most often in your work or studies and daily life are spelt correctly;</li> <li>– sentences are formed correctly with consistent use of tense and accurate subject-verb agreement such as, “she was” and “we were”;</li> <li>– sentences are marked by capital letters, full stops and question marks;</li> <li>– writing is organised into paragraphs where appropriate;</li> <li>– meaning is clear.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Judge how much to write and the level of detail to include</li> <li>• Present information in a logical sequence, using paragraphs where appropriate</li> <li>• Use language suitable for purpose and audience</li> <li>• Use format and structure for different purposes</li> <li>• Use correct grammar (eg. subject-verb agreement, correct use of tense)</li> <li>• punctuate sentences correctly and use punctuation so that meaning is clear</li> <li>• Spell correctly words used most often in work, studies and daily life</li> </ul>

### ENTRY 3: Writing

For comparison use only.

Entry 3 may not be awarded in this qualification

Entry 3 Assessment Criteria	Key Skills Standards	Adult Literacy Core Curriculum References
<p>In this task, the learner produces a document with most of the following characteristics:</p> <p>The information is reasonably relevant and suited to a competition entry of this type. There is some understanding of the need to organise the writing, although there is little or no use of structural devices such as paragraphing or headings as an aid to helping the reader follow the text. The text will have a limited critical content.</p> <p>Information is moderately detailed but there are few attempts to use language suited to audience and purpose. Most sentences are simple in structure and usually correctly formed but conjunctions are used infrequently. Compound sentences are rare.</p> <p>Commonly used words are mainly spelled accurately and sentences are mainly marked by capital letters, full stops, and/or question marks, where appropriate. Overall meaning is reasonably clear.</p>	<b>NOT AVAILABLE AT ENTRY LEVEL</b>	<ul style="list-style-type: none"> <li>• Organise writing in short paragraphs</li> <li>• Sequence chronological writing</li> <li>• Write in complete sentences</li> <li>• Use correct basic grammar</li> <li>• Use punctuation correctly</li> <li>• Spell correctly common words and relevant key words for work and special interest</li> </ul>

### HOW TO ARRIVE AT AN OVERALL DECISION

To achieve level 1, the learner **MUST** attain level 1 (11 or more marks) for questions 1–5 and also attain level 1 for question 6.

### ASSESSMENT GUIDE

**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
0	1	No Award
1	0	No Award
0	0	No Award





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