

COMMUNICATION

LEARNER'S PLANNER AND GUIDE

LEVELS 1 & 2



ACTION-BASED ACTIVITIES

ISSUED SEPTEMBER 2006



INSTRUCTIONS

USE THIS PLANNER TO HELP YOU

- **decide what you want to study**
- **carry out and present your work**
- **manage your time and your work**
- **produce and present the evidence you need for your portfolio.**

CONTENTS

PART ONE

	Page
Introduction	1
The Essential Skills Communication Qualifications	1
What is an Action-based Activity (ABA)?	1
What is a portfolio?	1
What subjects can I do?	2
How can I meet the Essential Skills standard?	2
What evidence do I need to produce?	3
How is my work assessed?	3
How best can I use my tutor?	3

PART TWO

Step by step guide to doing Action-based Activities. The blue coloured line shows level 1 and the green shows level 2 (use this alongside the Action-based Activity booklets).

	Level 1	Level 2
STEP A Choosing a Topic		
Task 1. Getting Started: Making a Mindmap	5	15
Task 2. Framing a question	6	16
Task 3. Locating relevant information	6	16
Task 4. Action Planning	7	17
STEP B Reading – Level 1 – to obtain information – Level 2 – to summarise information		
Task 5. Reading and Finding Out (to answer your question)	8	18
Task 6. Recording Information	9	19
STEP C Discussions		
Task 7. Taking Part In Discussions about your topic	10–11	20
STEP D Giving a Talk *level 2 only		
Task 8. Giving a talk of at least 4 minutes about your topic	–	21
STEP E Writing Documents		
Task 9. Writing one type of document on your chosen subject	12	22–24
Task 10. Writing a different type of document	13	24
STEP F Compiling the Final Portfolio		
Task 11. The final portfolio of evidence	14	25

PART 1 INTRODUCTION

The Essential Skills Qualification

Essential Skills are national qualifications. To obtain an award in Communication at level 1 or 2 you must:

- (i) produce a portfolio of evidence based on your chosen **Action-based Activity**. Your evidence must meet the standard at either level 1 or level 2.
- (ii) obtain a pass mark of 70% or more in a level 1 or level 2 **Desktop Task**. However, if you take a level 2 Desktop Task and achieve between 50% and 69% you will be awarded a level 1 pass.

You must:

- have successfully completed your portfolio of evidence **before** undertaking the Desktop Task
- pass both components to achieve the Essential Skills qualification.

What is an Action-based Activity (ABA)?

Action-based Activity (ABA) booklets are step by step guides to help you produce the portfolio. There are a number of different ABA booklets on different topics to choose from. They will be used to assess your reading, speaking, listening and writing skills. The results of your most successful tasks will go into your portfolio.

What is a portfolio?

Your portfolio will be a collection of evidence demonstrating that you meet the Essential Skills standard for level 1 or level 2. The evidence you produce must be based on one or more of the ABAs and must be checked and assessed by your tutor.

- HINTS:**
- Quality rather than quantity is needed
 - Only include your best work.
 - Make sure everything is proof-read, well organised, and checked by your tutor.

What subjects can I do?

The best way to start an ABA is to choose a project that interests you, and discuss it with your tutor. Your project must fit one of these themes:

- Citizen and Community
- Economic Activity
- Domestic and Everyday Life
- Leisure
- Education and Training
- Using ICT in Social Roles.

These are very wide themes, so you will need to narrow your project down to a more manageable topic.

How can I meet the Essential Skills Standard?**Level 1**

To meet the standard for level 1 you must have evidence in your portfolio that you can:

- **C1. 1** – take part in a one-to-one or group discussion
- **C1. 2** – read and obtain relevant information
- **C1. 3** – write two different types of documents
- use at least ONE image effectively either to obtain or convey information.

At level 1 you are required to use speaking, listening, reading and writing skills in everyday situations. That is, take part in discussions on everyday subjects, identify the main points and ideas in reading material, and produce short documents in uncomplicated language.

Level 2

To meet the standard for level 2 you must have evidence in your portfolio that you can:

- **C2. 1a** – take part in a group discussion. This time also helping to move the discussion forward
- **C2. 1b** – give a short talk of at least 4 minutes
- **C2. 2** – produce a document that summarises the two 500+ word documents you have read
- **C2 .3** – write two different types of document, one of which must be 500 words or more.
- use at least ONE image effectively either to obtain or convey information.

At level 2 you should be able to select relevant reading material from different sources and be able to use more advanced reading skills, both in order to follow the arguments in lengthier documents and to summarise information. You must show you can adjust the structure and style of writing in different types of document, and show you are capable of using complex sentences that are correctly spelt and punctuated.

What evidence do I need to produce?

At level 1, the minimum pieces of evidence you must produce is five:

- notes on a document you have read
- evidence of a discussion
- two written documents
- evidence of effective use of image.

At level 2, the minimum pieces of evidence you must produce is six:

- a summary on two documents of 500 words or more you have read
- evidence of a group discussion
- evidence of a 4 minute talk
- two written documents, one more than 500 words
- evidence of effective use of image.

How is my work assessed?

Your work will be:

- assessed by your tutor using the Essential Skills Guide
- checked by other tutors in your centre
- moderated by the awarding body.

How best can I use my tutor?

Your tutor will support you in the development of your portfolio but the guiding principle is that the work you submit for assessment should be a fair reflection of your own efforts and capabilities.

PART TWO STEP BY STEP GUIDE TO ACTION-BASED ACTIVITIES (ABAs)

NOTE: The following symbols are used to help you through the rest of the guide:



You **MUST** do this to get the qualification.



It's a good idea to follow this advice.

Your tutor will have a number of ABAs from which you can choose a topic that will help provide a structure and purpose to the development of your portfolio.

Each ABA will contain a series of steps to help you generate appropriate evidence. These steps are outlined below. As you can see, they may also be broken down into a series of tasks. Though you don't have to complete all the tasks you must ensure you have the evidence that is essential to the qualification at your level. Your tutor will help you do this.

PART TWO

The blue coloured line shows level 1 and the green shows level 2.

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STEP A Choosing a Topic		
Task 1. Getting Started: Making a Mindmap	5	15
Task 2. Framing a question	6	16
Task 3. Locating relevant information	6	16
Task 4. Action Planning	7	17
STEP B Reading – Level 1 – to obtain information – Level 2 – to summarise information		
Task 5. Reading and Finding Out (to answer your question)	8	18
Task 6. Recording Information	9	19
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Task 8. Giving a talk of at least 4 minutes about your topic	–	21
STEP E Writing Documents		
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Task 10. Writing a different type of document	13	24
STEP F Compiling the Final Portfolio		
Task 11. The final portfolio of evidence	14	25

LEVEL 1

SAMPLE showing steps taken to produce appropriate evidence

This guide will show the steps taken by a learner to generate evidence for level 1. This learner was able to produce appropriate evidence from a cultural visit to Dublin taken along with their class.



STEP A Choosing a Topic

Task 1. Getting Started: Making a Mindmap

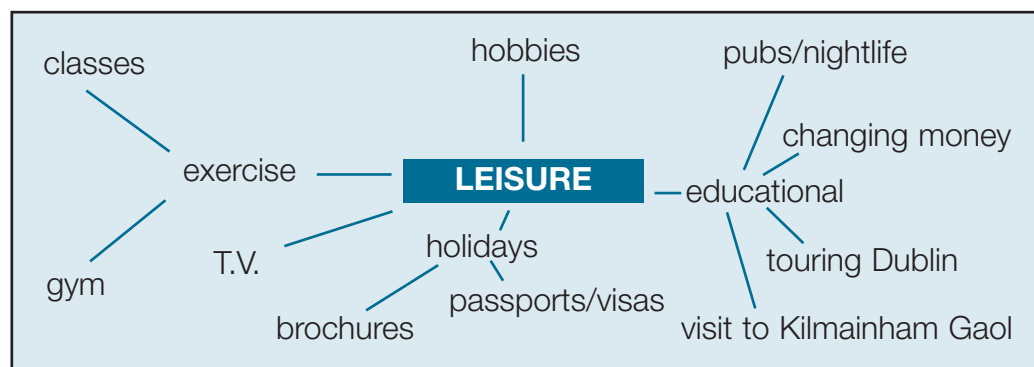
The ABA chosen was Leisure.



How to Mindmap

- Write your chosen theme in CAPITALS in the middle of a sheet of paper.
- Jot down any ideas around the theme.
- Look at the ideas you have come up with and narrow these down to one or two you find interesting and would enjoy learning about.

Below is the mindmap produced as a result of a group discussion.



**Task 2. Framing a Question**

KEY QUESTION: What did I learn from my tour of Dublin and visit to Kilmainham Gaol?

This was the question the learner constructed having chosen the tour of Dublin including the visit to Kilmainham Gaol as their area of interest.

Constructing a question should help direct your reading and search for relevant information

Task 3. Locating Relevant Information

The learner checked with their tutor that:

- there was enough information
- it was easily located
- it was the right standard.

**Task 4. Action Planning**

The learner made an ACTION PLAN showing what they intended to do, and when they intended having it done by.

- WEEK 1 Read documents about Kilmainham Gaol and make notes on the type of crimes committed and the typical punishment given to children.
- WEEK 2 Prepare for group discussion to take place next week. Construct a bar chart showing the number of child prisoners of differing ages in Kilmainham Gaol in the 19th century.
- WEEK 3 Take part in a group discussion.
Title: Crime and Punishment for children in 19th century Dublin. Use bar chart and notes made in WEEK 1 to support points made.
- WEEK 4 Draft a letter to the tour guide from Kilmainham Gaol, thanking him for his service. Show to tutor for guidance.
- WEEK 5 Make a final draft. Wordprocess and correct mistakes.
- WEEK 6 Draft a tourist leaflet on Dublin. Show to tutor for guidance.
- WEEK 7 Make a final draft. Wordprocess and correct mistakes.
- WEEK 8 Complete the cover sheet for my portfolio. Gather the evidence together. Number the pages. Submit portfolio to tutor for assessment.

**STEP B: Reading to Obtain Information****Task 5. Reading & Finding Out (to answer your question)**

The learner read a leaflet they had received as part of their guided tour of Kilmainham Gaol in Dublin.

Purpose: to note the important points from the leaflet to help prepare for the group discussion on Crime and Punishment for Children in 19th Century Dublin.

The learner underlined the important points in the document and kept a copy of the document to include in their final portfolio.



It is important to look for suitable documents to read. There are lots of ways of finding information such as:

- books or leaflets in the library
- magazines
- using the internet
- carrying out a survey

Make sure you read with a clear purpose in mind so you can obtain information that is useful to you.

Include a copy of the document you read in your final portfolio.



Task 6. Recording Information

The learner recorded the information they obtained in the form of notes. They included the main ideas from the leaflet that would help them take part in the group discussion. The learner was careful to include the source details on the notes provided.



Page 4



Topic: *Crime and Punishment for Children in 19th Century Dublin*

Title of Leaflet: *Child Prisoners of Kilmainham*

Source: *Public Records Office, Dublin*

Date: *April 2004*

Main Points in the leaflet:

- *The age of children imprisoned in Kilmainham Gaol in the nineteenth century was between ten and fourteen years old.*
- *The crimes these children committed were mainly stealing food and clothes.*
- *Punishments for these crimes was very stern in most cases. Some of the children spent months in gaol for petty crimes. Some were whipped as well as being imprisoned. Some were also given hard labour as part of their punishment.*
- *In 1859, reform school was introduced. From then, most of the children received sentences of between two and five years.*



STEP C Discussions

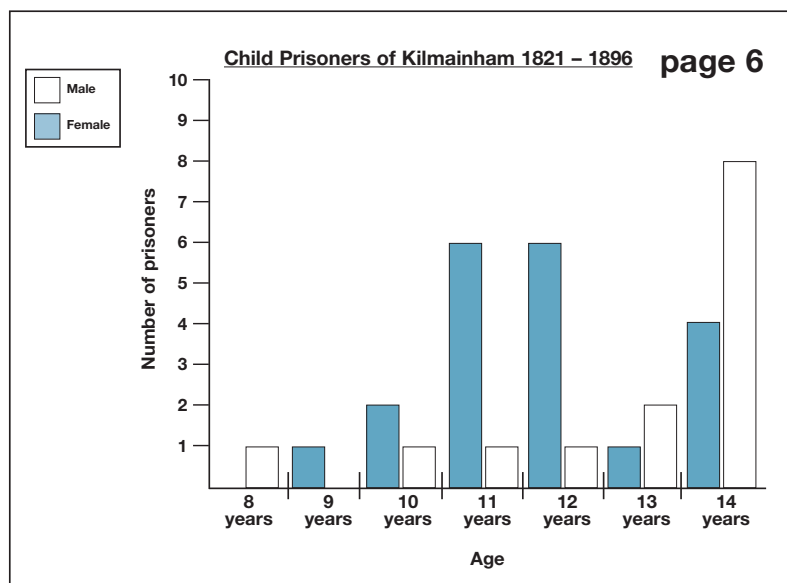
Task 7. Taking Part in a One-to-one or Group Discussion

The learner took part in a group discussion about Crime and Punishment for children in nineteenth century Dublin. They used the notes they had prepared in Task 6 and a bar chart they had constructed to help them make relevant points. Their tutor completed the One-to-One/Group Discussion Recording Sheet including how the learner used their image (the Bar Chart) appropriately. The learner kept the Discussion Recording Sheet and a copy of the bar chart for their final portfolio.



ESSENTIAL SKILLS		page 5
Communication Level 1		
ONE TO ONE/GROUP DISCUSSION RECORDING SHEET C1.1		
NAME OF LEARNER _____		
TITLE OF TALK _____		
Place a tick in the bottom right hand box if you consider that the learner has met the evidence requirements.		
Evidence requirement level 1		
<p>The learner provides evidence of preparation and is organised. Information given is relevant to the subject and purpose of the discussion and she/he communicates clearly and appropriately to those present. There is evidence that the learner is able to judge how much to say, uses appropriate body language when speaking, and listens to others with appropriate use of body language, which demonstrates that this is the case.</p> <p>Tutor's Comments: <i>This learner used a bar chart showing the gender breakdown of child prisoners to support the point that girls were more likely to receive harsher sentences. Each member received a copy.</i></p>		
<p>If the requirements above have been met, sign and date below and put a tick in the box opposite →</p> <p>Signed _____ (Tutor) Date _____</p>		<p>level 1 achieved</p> <p style="text-align: center;">✓</p>
<p>NOTE: Learners must use at least ONE image, either to obtain information, or to convey information in their discussion, or in one of the documents they write To help the audience or reader understand the points they are making.</p>		
COMMUNICATION APPENDIX 1b		

Copy of Image used by Learner to Support Discussion



You must take part in either a one-to-one or group discussion to obtain this qualification.

Points to remember:

- Plan your discussion – where it will take place, when, who will be present. (Make sure your tutor will be able to assess your contribution)
- Prepare – gather information (read or talk to others). Make notes to remind you of things you want to talk about
- Speak clearly
- Provide relevant information
- Listen carefully
- Judge when to speak
- Do not interrupt when others are speaking
- Keep the Assessment Record Sheet your tutor has completed
- Keep a copy of any image you have used.

STEP D Giving a Talk *(level 2 only)

Task 8 This task is only relevant to those learners doing Level 2



STEP E Writing Documents

Task 9 Writing one type of document

eg A Formal Letter

The learner drafted a letter to the guide who had given them a tour of Kilmainham Gaol. The tutor corrected the draft giving helpful feedback. The learner acted on the advice given, wordprocessed the final draft and submitted it for assessment. The learner took care to use the appropriate letter format.



Page 7

Learners Address

Date

Mr. _____
 Kilmainham Gaol Museum
 Kilmainham
 Dublin 8

Dear Mr. _____

Recently I visited Kilmainham Gaol along with a group of mature students from a community group in Belfast.

This was my first visit to Kilmainham Gaol and I was very impressed with your guided tour and commentary. It was very interesting to hear some of the stories from a time gone by.

I look forward to visiting Kilmainham gaol again in the near future as I have friends coming over from England to visit Ireland. They would find your tour fascinating.

Yours sincerely,

You must produce two clearly different types of documents here. The purpose is to show that you know the format of different documents. Examples of document types are: memo, letter, short report, a completed form, set of instructions or a poster.

Your tutor can help you. They can give advice on:

- which type of document to write
- the format for that type of document
- how long it should be
- whether you are on the right lines

However, your tutor cannot check your spelling, punctuation and grammar for you. It is up to **you** to check your work for mistakes.

Task 10. Writing a Different Type of Document

eg An Information Leaflet

The learner drafted an Information Leaflet about the Dublin bus tour they had taken on their visit. The tutor corrected the draft giving helpful feedback. The learner acted on the advice given, wordprocessed the final draft and submitted it for assessment. The learner took care to use an appropriate format.



Page 8

DUBLIN BUS TOUR

Where Does It Take Me?

The bus tour visits all the main attractions including Trinity College, Dublin Zoo, Kilmainham Gaol, the National Museum and the Guinness Storehouse.

How Much Does It Cost?

The price of the tour bus ticket is fourteen euros per person. However, this ticket is valid for twenty four hours so it can be used a second day. This is very useful if you missed out on any of the attractions the day before.

How Convenient Is it?

Very! This tour bus is a hop-on hop-off service so you are free to get off when it suits you. You can visit the attractions at your leisure.



STEP F Compiling the Final Portfolio

Task 11. The Final Portfolio of Evidence

The learner gathered together all the work they had produced and selected from it, the evidence they needed to meet the requirements of the qualification. They used the Overall Record of Outcomes Sheet for level 1 to help them select and arrange the appropriate evidence.



ESSENTIAL SKILLS

Communication Level 1

OVERALL RECORD OF OUTCOMES

Please place this sheet on the front of the final portfolio of evidence. Complete the record to confirm that the learner has met the standard and has located the evidence.

NAME OF LEARNER _____

CENTRE _____

TUTOR _____ DATE COMPLETED _____

TITLE _____

For a Level 1 Award

Standard	Location of Evidence	Standard Met (please tick)
C1.1 Taking part in a one-to-one or group discussion	One-to-One/Group Discussion Recording Sheet pg 5 Supporting Evidence pg 6	✓
C1.2 Reading and Obtaining Information	Source Document Information Obtained pg 1-3 pg 4	✓
C1.3 Writing	Document 1 Type: Letter pg 7 Document 2 Type: Leaflet pg 8	✓
Image	pg 6	✓

NOTE: Learners must use at least ONE image, either to obtain information, or to convey information in their discussion, or one of the documents they write to help the audience or reader understand the points they are making.

Assessor's/Tutor's Signature: _____ Date: _____

Has internal moderation taken place? Yes ☐ No ☐

Internal Moderator's Signature: _____ Date: _____

COMMUNICATION

APPENDIX 13

The learner checked the work they had selected making sure that:

- it was neat and well organised
- their meaning was clear
- all work was carefully labelled
- all work was free of spelling, punctuation and grammar mistakes.

They then submitted their final portfolio for assessment.

LEVEL 2

SAMPLE showing steps taken to produce appropriate evidence

This guide will show the steps taken by a learner to generate evidence for level 2. This learner was able to produce appropriate evidence from the theme of Leisure.



STEP A Choosing a Topic

Task 1. Getting Started: Making a Mindmap

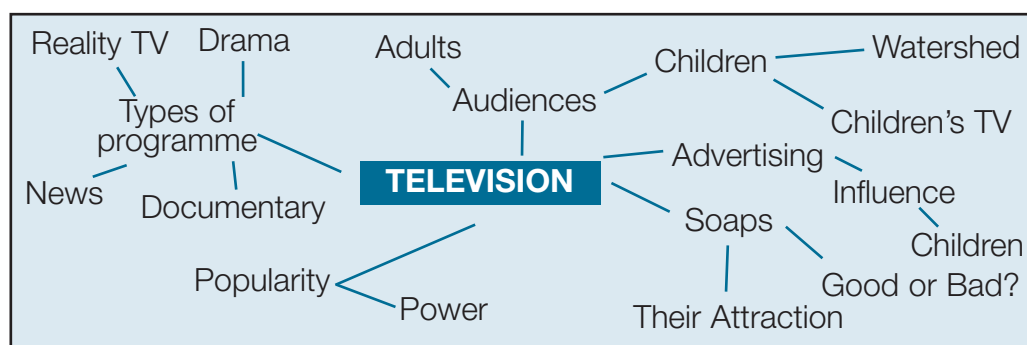
The action based activity chosen was Television.



How to Mindmap

- Write down your chosen theme in capitals in the middle of a sheet of paper.
- Jot down any ideas around the theme.
- Look at the ideas you have come up with and narrow these down to one or two you find interesting and would enjoy learning about.

Below is the mindmap produced as a result of a group discussion.



**Task 2. Framing a Question**

KEY QUESTION: In what way is television so powerful?

To explore this question, the learner hoped to focus on the following related areas:

- Managing Children’s Viewing
- What attracts People to Watching Television

Constructing a question should help direct your reading and search for relevant information

Task 3. Locating Relevant Information

The learner checked with their tutor that:

- there was enough information
- it was easily located
- it was the right standard.

**Task 4. Action Planning**

The learner made an ACTION PLAN showing what they intended to do, and when they intended having it done by.

- WEEK 1 Locate and read documents about children's television to prepare for a group discussion, talk and summary. Make notes of the relevant points from the documents to produce an essay entitled "Why Should Parents Manage their Children's Viewing?" This will provide evidence for summary.
- WEEK 2 Write the essay named above to produce evidence for summary and help inform contribution to group discussion.
- WEEK 3 Prepare for group discussion to take place next week.
- WEEK 4 Take part in a group discussion. Title: "Why Should Parents Manage their Children's Viewing?"
- WEEK 5 Prepare for a short talk to take place next week. Research to find appropriate images to support talk.
- WEEK 6 Perform talk to group. Title: "The Power of Television: Watching Soaps."
- WEEK 7 Gather appropriate information and draft a report. Title: "Why do People Watch Television?" Show to tutor for guidance.
- WEEK 8 Make a final draft. Wordprocess and correct mistakes. Check word length.
- WEEK 9 Review the essay produced in Week 2 ensuring it meets the requirements for Writing.
- WEEK 10 Make a final draft. Wordprocess and correct mistakes.
- WEEK 11 Complete the cover sheet for portfolio. Gather the evidence together. Number the pages. Submit portfolio to tutor for assessment.

**STEP B: Reading and Summarising Information****Task 5. Reading and Finding out (to answer your question)**

The learner reads two 500+ word documents on children's viewing habits to produce a response to the question, "Why should Parents Manage their Children's Viewing?". The learner underlined the important points in the document and kept a copy of the documents to include in their final portfolio.



It is important to look for suitable documents to read. There are lots of ways of finding information such as:

- books or leaflets in the library
- magazines
- using the internet
- carrying out a survey

Make sure you read with a clear purpose in mind so you can obtain and summarise information that is useful to you.

Include copies of the documents you have read in your final portfolio.



Task 6. Recording Information

Using the notes produced, the learner developed an essay response to the question, "Why Should Parents Manage their Children's Viewing?" In doing so they summarised the main points and ideas contained in the sources, including the writer's intentions and purpose in writing where relevant. They recorded the details of each source in a Bibliography at the end of the essay.



Why Should Parents Manage their Children's Viewing?

Page 7

Managing television viewing is a tough job for a parent as it requires constant vigilance, monitoring and negotiation. Though there is some good children's programming, over the last twenty years however, television content and advertising have changed dramatically. These changes have made it even more important for parents to exercise control over their children's viewing.

Psychological studies have revealed that children who are heavy television viewers are less able to express themselves. Dr Close states that one of the experts involved found that watching programmes aimed at a generally adult audience was associated with poor language development in pre-school children.

A recent survey suggested that nearly a third of all children under the age of four have a television in their bedroom. Psychologists argue that television is not recommended for children aged two or younger and for older children, no more than one or two hours per day of educational, non-violent programmes.

Though the number of hours of children's television has increased in the last thirty years from 36% in 1972 to 62% in 2002, much of what is shown is of poor quality. A study by the Institute for Public Policy Research has discovered that though children's television programming has increased in quantity, the quality has deteriorated. This is due to an increase in imported programmes and repeats. The BBC Chairman recently stated that children's television was "too dominated by adverts, too dominated by foreign animations and insufficiently stretching and educative for children."

In conclusion all the evidence produced suggests that parents need to develop rules for their children's television viewing. For instance, limiting viewing time, removing televisions from bedrooms and checking the types of programmes their children are watching. Parents need to help their children to find alternatives to television viewing and set an example in their own viewing habits.

Bibliography

Article: Quality of Children's TV suffers as quantity soars
Date: September 2nd 2002
Author: Tom Leonard
Newspaper: Daily Telegraph

Article: Managing Your Children's TV Viewing
Date: January 27th 2005
Author: Anna-Marie Pluhar
Website: <http://gnfc.org.uk/tv>



STEP C Discussions

Task 7. Taking Part in a Group Discussion

The learner took part in a group discussion about managing children's television viewing. They used the notes they had prepared in Task 6 to help inform their contribution. Their tutor completed the Discussion Recording Sheet. The learner kept the Discussion Recording Sheet for inclusion in their final portfolio.



ESSENTIAL SKILLS

page 8

Communication Level 2

GROUP DISCUSSION RECORDING SHEET CL1A

NAME OF LEARNER: _____

TITLE OF TASK: _____

Place a tick in the bottom right hand box if you consider that the learner has met the evidence requirements.

Evidence requirement level 2	
The learner makes relevant contributions to the discussion and responds appropriately to others. There is evidence that s/he has successfully helps to move the discussion forward. Information given is relevant to the subject and purpose of the discussion and the situation. The vocabulary and expression used are suited to the purpose of the discussion and the learner adapts her/his contribution to suit the situation. There is evidence that the learner is able to judge the intentions of other speakers and listens appropriately to what others say.	
If the requirements above have been met, sign and date below and put a tick in the box opposite →	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> level 2 achieved </div>
<div style="display: flex; justify-content: space-between;"> Signed _____ (Tutor) Date _____ </div>	

NOTE: Learners must use at least **ONE image**, either to obtain information, or to convey information in their discussions, short talk, or in one of the documents they refer to in order to help the audience or reader understand the points they are making.

COMMUNICATION

APPENDIX 11b

You must take part in either a one-to-one or group discussion to obtain this qualification.

Points to remember:

- Plan your discussion – where it will take place, when, who will be present. (Make sure your tutor will be able to assess your contribution)
- Prepare – gather information (read or talk to others). Make notes to remind you of things you want to talk about
- Speak clearly
- Provide relevant information
- Listen carefully
- Judge when to speak
- Do not interrupt when others are speaking
- Keep the Assessment Record Sheet your tutor has completed.
- Keep a copy of any image you have used.



STEP D Giving a Talk

Task 8. Giving a talk of at least 4 minutes about your topic

The learner delivered a short talk entitled, “The Power of Television: Watching Soaps”. They took care to structure their talk using the following format.

- (i) an introduction saying what the talk is about
- (ii) a middle in which you make your main points
- (iii) material to illustrate your points
- (iv) an end where you draw conclusions
- (v) time for questions at the end.

They used a series of images on a handout to illustrate the theories that have been put forward to account for soap appeal. The tutor indicated how the images were used effectively on the Short Talk Recording Sheet.



page 9

ESSENTIAL SKILLS
 Communication Level 2

SHORT TALK RECORDING SHEET C2.1b

NAME OF LEARNER _____

TITLE OF TALK _____

Place a tick in the bottom right hand box if you consider that the learner has met the evidence requirements.

Evidence requirement level 2	
<p>The learner provides evidence of preparation in the form of notes and support material.</p> <p>The learner speaks clearly and in a manner that is appropriate to the subject, purpose and situation. She/he keeps to the subject and the talk is suitably structured so that listeners are able to follow lines of thought and/or events easily. The learner demonstrates that she/he is able to adapt language to suit the situation e.g. clearly a point; respond to questions.</p> <p>Tutor's Comments: <i>This learner used a series of cartoon images on a handout to illustrate the different theories that have been put forward to account for soap appeal. They were very effective as they showed the contrast between “real life” and the escapism of the soaps.</i></p>	
<p>If the requirements above have been met, sign and date below and put a tick in the box opposite →</p> <p>Signed _____ (Tutor) Date _____</p>	<p>level 2 achieved</p> <div style="font-size: 2em;">✓</div>

NOTE: Learners must use at least **ONE image**, either to obtain information, or to convey information in their discussions, short talk, or in one of the documents they write in order to help the audience or reader understand the points they are making.

COMMUNICATION
APPENDIX 11c



STEP E Writing Documents

Task 9 Writing one Type of Document

eg A Report

The learner drafted a report entitled, 'Why do People Watch Television?' based on their reading in Week 1 and Week 6. They were careful to structure their report using a typical report format such as:

- (i) Title
- (ii) Introduction
- (iii) Findings
- (iv) Discussion
- (v) Conclusion

Report Produced (Document 1)



Pages 11–12

Why Do People Watch Television?

Introduction

The purpose of this report is to examine and discuss the reasons why television is so popular, and why it has firmly earned its place as one of the twentieth century's most popular inventions.

Findings

Recent media research has shown that the gratification which comes from watching television is obtained from:

- A medium's content – watching a specific programme
- General exposure – e.g. watching television
- The social context in which it's used – for instance, watching television with the family.

Media theorists argue that people's needs influence the choice of programme – boredom encourages the choice of exciting content.
The most common reasons for watching television are:

- (1) **To Find Information**
- (2) **To Develop Personal Identity**
- (3) **Entertainment**
- (4) **Education.**

- (1) **To Find Information** – This is a growing area of television as news and documentary programmes serve to satisfy curiosity and general interest. Since television has become more interactive, individuals can now seek advice on practical matters and offer opinion, often gaining an immediate response.
- (2) **To Develop Personal Identity** – Watching programmes such as 'soaps' offers the viewer an opportunity to identify with others, thus gaining a sense of belonging. What happens in soaps is always a popular conversation topic, so they provide a basis for conversation and social interaction.
- (3) **Entertainment** – Viewing programmes for pleasure is a form of escapism, diverting the viewer from the worries and problems of everyday life. In so doing, these programmes provide an emotional release and act as a form of relaxation.

page 11

Pages 11–12

- (4) **Education** – With the advent of satellite TV and digital TV, there are now whole channels devoted to programmes with an educational theme. By viewing these, adults and children can develop their knowledge and understanding. Organisations, like the Open University use television as a major educational tool, offering people the opportunity to obtain qualifications using specific programmes to teach course topics.

Discussion

- (1) Television offers a window on the world where the viewer becomes a witness to major world events both tragic and joyful – the moon landing, the awfulness of the Asian Tsunami, Pope John Paul II's funeral was witnessed by millions. Many sports events which ordinary people would never be able to attend can be viewed from the comfort of their living room. The Olympics and the World Cup are sporting events enjoyed by millions now.
- (2) Though it has been argued that television can be a source of social interaction, television can be a conversation killer. When a person is watching television, they cannot interact with others who may be present. This has an obvious negative impact on a family.
- (3) Our fascination with the box may educate and inform us but for many, entertainment is the main purpose for viewing. Many people watch television non-selectively and become addicted. Television can and does spawn couch potatoes. It can often be a disincentive to finding healthier, more sociable pastimes.
- (4) Many adults have furthered their careers/self esteem by acquiring qualifications through the Open University. The bulk of the distance learning course materials are accessed through television programmes. In the recent past the BBC has initiated a whole series of educational programmes called Bitesize – offering snappy summaries and revision courses for the secondary and primary curriculum at Key Stages 1–4.

Conclusion

When one examines the reasons why people watch television, it is apparent that television is without doubt a value for money form of entertainment. It is educational, and it encourages social interaction, offers much needed escapism and offers a vast array of information on many topics including current affairs. However, the viewer needs to adopt a critical attitude to their reasons for viewing.

page 12

You must produce two clearly different types of documents here. The purpose is to show that you know the format of different documents. Examples of document types are: essay, letter, reported. At level 2 one of these documents must be a minimum of 500+ words.

Your tutor can help you. They can give advice on:

- which type of document to write
- the format for that type of document
- how long it should be
- whether you are on the right lines.

However, your tutor cannot check your spelling, punctuation and grammar for you. It is up to **you** to check your work for mistakes.

The tutor corrected the draft giving helpful feedback. The learner acted on the advice given, wordprocessed the final draft and submitted it for assessment. This report was the longer document produced by the learner.

Task 10. Writing a Different Type of Document **eg An Essay**



The learner reviewed the essay produced in Week 2 as evidence of summary. They wanted to ensure that they had used an appropriate format, structure and style of writing. They also checked for spelling, punctuation and grammar accuracy, making the necessary amendments. The learner submitted the essay to their tutor as evidence of writing and acted on any advice given. The final draft was submitted for assessment.



STEP F Compiling the Final Portfolio

Task 11. The Final Portfolio of Evidence

The learner gathered together all the work they had produced and selected from it, the evidence they needed to meet the requirements of the qualification. They used the Overall Record of Outcomes Sheet (Appendix iia) for level 2 to help them select and arrange the appropriate evidence.



ESSENTIAL SKILLS

Communication Level 2

OVERALL RECORD OF OUTCOMES

Please place this sheet on the front of the final portfolio of evidence. Complete the record to confirm that the learner has met the standard and has located the evidence.

NAME OF LEARNER _____

CENTRE _____

TUTOR _____ DATE COMPLETED _____

TITLE _____

For a Level 2 Award

Standard	Location of Evidence	Standard Met (please tick)
C2.1a Taking part in a group discussion	Group Discussion Recording Sheet pg 8 Supporting Evidence pg -	✓
C2.1b Giving a short talk	Short Talk Recording Sheet pg 9 Supporting Evidence pg 10	✓
C2.2 Reading and summarising information	Source Document 1 pg 1-3 Source Document 2 pg 4-6 SUMMARY pg 7	✓
C2.3 Writing two different types of document	Document 1* Type: Report pg 11-12 Document 2 Type: Essay pg 7 * Indicates longer document - 500+ words	✓
Image	pg 9-10	✓

NOTE: Learners must use at least ONE image, either to obtain information, or to convey information in their discussion, or one of the documents they write to help the audience or reader understand the points they are making.

Assessor's/Tutor's Signature: _____ Date: _____

Has internal moderation taken place? Yes ☐ No ☐

Internal Moderator's Signature: _____ Date: _____

COMMUNICATION

APPENDIX iia

The learner checked the work they had selected making sure that:

- it was neat and well organised
- their meaning was clear
- all work was carefully labelled
- all work was free of spelling, punctuation and grammar mistakes.

They then submitted their final portfolio for assessment.



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