

		<p>Part C Guidance:</p> <p>Discussion: To present an argument, express ideas or opinions and exchange information judging effectively the amount to say and using a manner and tone of voice to suit the situation. To summarise, develop points and to focus on purpose.</p> <p>Give short talk: Avoiding or explaining technical terms and using a variety of techniques to engage the audience (e.g. keeping attention by varying tone of voice; giving examples; signalling new points; using images or other support to illustrate what you are saying).</p>	<p>Grade C:</p> <p>Candidates match their talk to the demands of different contexts. They use varied vocabulary and organise their talk to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, varying how and when they participate. They show confident use of standard English in situations which require it.</p>
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COMMUNICATION/LITERACY/ENGLISH: WRITING

National Curriculum Level 6	Adult Literacy Level 2	Key Skill - Level 2 Part A Part B C2.3		GCSE
<p>Pupils' writing often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs.</p>	<p>Write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience.</p> <p>In a wide range of documents: Plan and draft writing; judge how much to write and the level of detail to include; present information and ideas 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, e.g. persuasive techniques, supporting evidence, technical vocabulary; construct complex sentences; use correct grammar, e.g. subject-verb agreement, correct and consistent use of tense; use pronouns so that their meaning is clear; punctuate sentences correctly and use punctuation accurately, e.g. commas, apostrophes, inverted commas; spell correctly words used most often in work, studies and daily life, including familiar technical words; proof-read and revise writing for accuracy and meaning; produce legible text.</p>	<p><u>Write documents:</u></p> <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 redraft 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. 	<p>Write two different types of documents each one giving different information. One document must be at least 500 words long:</p> <p>2.3.1 present relevant information in a format that suits your purpose 2.3.2 use a structure and style of writing to suit your purpose 2.3.3 spell, punctuate and use grammar accurately 2.3.4 make your meaning clear.</p> <p><u>Use at least one image either to obtain information or to convey information in your discussion, your talk or one of the documents you write, in order to help the audience/reader understand the points you are making.</u></p>	<p>AO3</p> <ol style="list-style-type: none"> Communicate clearly and imaginatively, using and adapting forms for different readers and purposes; Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features; Use a range of sentence structures effectively with accurate punctuation and spelling. <p>The range of writing assessed includes: explore, imagine, entertain; inform, explain, describe; argue, persuade, advise; analyse, review, comment; in a variety of forms and genres.</p>
		<p>Part C Guidance:</p> <p>Write: To produce documents such as letters, memos and extended essays or reports using paragraphs, headings and sub-headings to structure material.</p>	<p>Grade C:</p> <p>Candidates' writing engages and sustains the reader's interest. It shows adaptation of style and register to different forms, including using an impersonal style where appropriate. Candidates use a range of sentence structures and varied vocabulary to create effects. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader. Spelling is accurate and handwriting is neat and legible.</p>	