

Module 8: Session plan

Group: _____

Tutor: _____

Location: _____

Aims

- To consolidate skills required for writing for a purpose from Module 7
- To sample a full practice national test paper

Outcomes

Participants will:

- Demonstrate ability to write for a particular purpose
- Familiarise themselves with the types of questions in the test
- Respond to the questions using the appropriate awarding body marking sheet
- Gain feedback

Activity and time	Tutor activity	Learner activity	References
Recap on previous session 10 minutes	<ul style="list-style-type: none">• Informal questioning from previous week's activities.• Introduce aims and outcomes slides 3-4.	<ul style="list-style-type: none">• Listen and respond	

Activity and time	Tutor activity	Learner activity	References
<p>Writing for purpose and audience 30 minutes</p>	<p>Lead discussion on language and style of writing linked to specific purposes. Ask participants to reflect on information gained in previous module. Draw attention to Handout 1: Letter Layout and discuss the particular style and conventions linked to letter writing.</p> <ul style="list-style-type: none"> • Introduce Activity 1: Writing for purpose & audience. • Take feedback. 	<ul style="list-style-type: none"> • Write a short text demonstrating purpose 	<p>Wt/L1.4 Wt/L2.2 Wt/L2.4</p>
<p>Introduce the test 30 minutes</p>	<ul style="list-style-type: none"> • Discuss the format and structure of the test. • Introduce Handout 2: Checklist of Exam Tips and ask participants to complete in pairs. Take feedback and discuss. • Introduce Handout 3: 'Unpacking' questions and discuss. • Give out awarding body's marking sheet and discuss use. • If using on screen practice tests explain method for answering questions on screen. 	<ul style="list-style-type: none"> • Listen and respond • Complete handout 3 • Discuss test procedures • Complete Handout: 5 • Gain familiarisation with marking sheet 	<p>SLc/L1.2 SLc/L2.2</p>
<p>Take a mock test 60 minutes</p>	<ul style="list-style-type: none"> • Distribute practice papers for participants to complete. • If using on screen version ensure participants are undertaking the same test from 9 available on practice test CDROM. • Administer under test conditions. 	<ul style="list-style-type: none"> • Read and respond to all questions in the national test practice paper 	<p>Rt/L1.5 Rt/L2.7</p>

Activity and time	Tutor activity	Learner activity	References
Break 20 minutes			
Test feedback 50 minutes	<ul style="list-style-type: none"> • Hand out marking scheme for practice test. • Invite participants to mark own test paper and record score. • Suggest that participants re-read incorrect answers and ensure that clarification is made. • If using on screen version explain how to view question summary and access feedback and print out review sheets. • Talk through and discuss individual questions. • Note any areas that individual participants may need further practice on. 	<ul style="list-style-type: none"> • Mark own paper against marking scheme • Record own score • Re-read incorrect questions and ensure correct understanding is obtained 	SLIr/L1.3 SLIr/L2.4
Recap session 15 mins	<ul style="list-style-type: none"> • Consolidate understanding from test exercise. 	<ul style="list-style-type: none"> • Listen and respond 	

Resources/aids

- Handouts 1, 2 and 3
- National Test exemplar papers: File 3 National Test Toolkit available from DFES Publications 0845 60 222 60 Ref: NTT/PT04
- Awarding body marking sheet
- Awarding body marking scheme
- Practice Test CDROMS available from DFES Publications 0845 60 222 60

Ref: NTT/PT04/CD

Assessment evaluation

Individual learning planning

Learner	Skills	Activity/ Resources	Evaluation (where next?)

get on at work



Module 8: Preparation for Testing



QIA

get on at work

Aims

- To consolidate skills for writing for a purpose from Module 7
- To sample a full practice test



get on at work

Outcomes

Participants will

- Demonstrate ability to write for different purposes
- Familiarise themselves with the types of questions covered in the tests
- Respond to questions using appropriate awarding body marking scheme
- Gain feedback on individual performance



Activity summary and guidance

Module 8

Activity 1: Writing for purpose and audience

The aim of this activity is for participants to have the opportunity to produce their own pieces of writing demonstrating their knowledge of different types of text. Link back to module 7? Discussions can take place around who is the text for? Who will be reading it? Is it clearly written? Is the tone right? Has it been checked for spelling errors? (Link back to module 3). Has it been proofread? (Link back to module 5). As letter writing is a widely used, practical application a specific additional handout has been included.

The remaining focus of this module is to reassure the participants and make them feel comfortable about undertaking the practice test. Firstly explain to them that this is not like school and although many of them may have memories of bad experiences in the past, they are now adults and this is purely an exercise to demonstrate their understanding of the programme. Reinforce the fact that there is an outcome at the end of the real test – a national qualification similar in level to GCSE [Level 1-grades D-G Level 2 Grades A*-C] Refer back to the taster session and discuss what skills they had all achieved. Explain that this was going to be another achievement and promote the positive aspect of the qualification, e.g. update your C.V. or modernise your existing qualifications.

Tell the participants that they will be marking their own papers at the end of the test. This may help alleviate any fear of having to wait for their results and gives them ownership. In the case of on screen testing draw attention to the process of individual review.

Once the papers are marked, suggest to the participants that they go back through the practice paper and re-visit any of the questions that were incorrect. Ensure that they understand why they got the answer wrong. In the case of on screen testing draw attention to the question feedback mechanism. Discuss what they need to do to get the answer correct. This might lead to the need for extension activities or further consolidation of previous modules.

Recap test preparation questions - Level 1

BLD ENGINEERING COMPANY

Memo

To: Pat Ryan

From: Mary Wong

Subject:

Date: Thursday 5th March

There is a meeting next Wednesday afternoon in the training room about the new computer network and I was wondering if you would be available to attend.

Diane Richards from the computer department is going to give a presentation about the new system that has just been put in throughout the factory. There is also a video to watch and then you will be able to sit down at a computer and try out the new system for yourself.

It would be helpful if you could take notes on how the new system will affect the staff in the department and word process a document for us to read in the weekly team meeting on the following Monday morning. I will then arrange for everyone in the department to have the opportunity for some training at a later date. Please let me know by Friday at the latest if you are able to go.

Which would be the most suitable document for Pat to produce for the team meeting?

- A a training manual
- B a leaflet
- C an essay
- D a short report

The memo could be improved by splitting the first sentence into two shorter ones. Which word needs to be removed before adding a full stop?

- A in
- B about
- C and
- D if

Recap test preparation questions - Level 2

Get your hands on a Young Person's Railcard

Get away with 1/3 off

College? Uni? Gap year? Job interviews? Whatever you are doing next, you'll need a Young Person's Railcard. You can use it to visit friends, for trips to the cinema, or for days out shopping. In fact it's such a good idea, you might even persuade your folks to pay for it. The Railcard gives you 1/3 off most rail fares, anywhere in Britain, costs only £18 a year, and usually pays for itself in one or two trips. So long as you are aged 16-25 (or a mature student aged 26 or over in full time education), you can apply for one today and start saving right away.

Do it while you can

You can travel almost any time, at weekends, Bank Holidays and mid week. The only restriction is that if you travel at or before 10am, Monday to Friday (except during July and August), a minimum fare will apply. So where can you use it? You can't use your Railcard in unreserved First Class or Silver Standard _____, Railair Links, Eurostar or Heathrow Express, special excursions or charters, some coach/bus links, to buy season tickets or period Travelcards, or in conjunction with many Train

- 17 Company special offers, e.g. Apex.
- 18 Please remember that for journeys made at or before 10am, Monday to Friday, a minimum fare applies which is the least you can pay for your ticket. If you travel regularly before 10am, then a weekly or monthly season ticket may be more appropriate. However, no minimum fare is applicable in July and August, on Bank Holidays and at weekends. One Day Travelcards have separate minimum fare requirements which apply at all times. For full details of minimum fares, please ask at your local staffed season ticket office or rail-appointed Travel Agent.

The **main** purpose of this leaflet is to

- A sell the advantages of railcards to young people
- B inform young travellers of railcard restrictions
- C argue that rail travel is the cheapest form of transport
- D instruct students how to apply for a railcard

Why has a paragraph break been inserted between lines 17 and 18?

- A The subject matter has changed
- B The subject matter is the same
- C The previous paragraph is long enough
- D The previous paragraph has a different style

Handout 1: Letter layout

Look at the letter below. It is a short letter of complaint. Pay particular attention to the layout of the letter.

16 High Street
Fazakerley
Liverpool
L14 3QT

← your address

1st January 2000

← date

The Manager
Spencer Fashions
High Street
London
L2 4HH

Dear Sir or Madam,

← greeting

On 23 December 1999, I bought a pair of trousers from your store in High Street, Liverpool. When I got the trousers home, I found they were faulty.

← introduction

The faults they had were the zip was broken and the button was missing. They also looked faded on one of the knees.

← main body/(case)

When I returned the trousers the following day the sales assistant I saw told me they could not have been sold in this condition and would not refund my money.

←

I have enclosed the trousers and would be grateful if you would into this matter. I would be grateful for a reply as soon as possible.

← conclusion (action)

Yours faithfully,

← sign name

Eamon Kerrigan

← print name

NOTE:

If you handwrite the letter, your address and the date go on the right hand side. Sign your name then print it underneath.

Handout 2: Checklist of exam tips

Taking an exam: where do we go wrong?

Problem	What could you do to avoid this?
Stayed up until 4 a.m. the night before memorising my notes.	
Worry that I'll fail.	
Don't listen to the instructions on completing the answer sheet or online answer screen.	
Give up if I don't understand the questions.	
Read the question quickly and then find out later that I misunderstood it.	
Read the question quickly and mark the answer that seems about OK.	
Work through the questions in order.	
Spend a long time on the first question.	
Run out of time.	
Forget everything I've learnt and answer just using common sense.	

Handout 3: 'Unpacking' questions

Example 1

	The Splendido	line 1
	Caletto	line 2
	Italy	line 3
	Monday 10th August	line 4
Dear Lyn,		line 5
I am having a wonderful holiday here in Italy. I arrived last		line 6
Monday and took a taxi from the airport to this small village		line 7
where I am staying in a lovely little Hotel. From my window		line 8
I can see the beach which is about a two minute walk away.		line 9
Yesterday I went out on a fishing boat and tomorrow I am		line 10
going to take a bus ride to a famous castle on a hill about		line 11
10km from here. This morning I went to a market in the		line 12
nearby town of Caletto.		line 13
The food is delicious and I am trying out a different café		line 14
every evening. I have also been out dancing several times.		line 15
During the afternoons though, it is too hot to do anything,		line 16
so I have a sleep, just like the local custom.		line 17
I will be home on Sunday 23rd August and I look forward		line 18
to seeing you as we arranged on Tuesday 25th August. I'll		line 19
tell you more about my holiday when we meet up.		line 20
With love,		line 21
Vi		line 22

Questions 26 to 28 are about this draft document.

Vi travelled from England to Italy by

- A bus
- B boat
- C plane
- D taxi

Read the question and text carefully. You can use different skills to pick out different types of information:

Skim-reading – reading to get a general impression: What is this letter about? What is its purpose? It's always a good idea to read the whole text through before answering questions.

Scanning – looking for specific words or phrases. All the words in the answer box are mentioned in the text, but scanning alone isn't enough to answer this question, as the words have to be understood in the context of the sentence.

Reading 'between the lines' – reading carefully and thinking about the context to fully understand the text.

To answer this question you will probably use all these skills.

What is the correct answer? Why?

Activity 1: Writing for purpose and audience

In pairs –choose one of the following options

Write a short piece of text **persuading** someone to join the NHS.

Write a short piece of text **describing** the ward / department where you work.

Write a short piece of text **instructing** a new member of staff on ward / departmental procedures.

Write a short piece of text **informing** patients on a medical procedure / visiting times or car parking procedures.