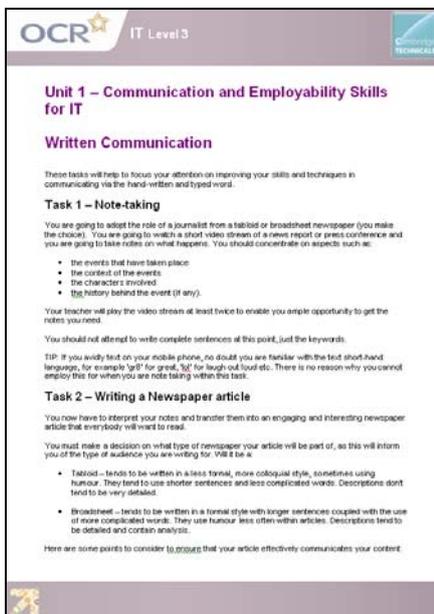


Unit 1 – Communication and employability skills for IT

Written Communication

Instructions and answers for Teachers

These instructions should accompany the OCR resource 'Written Communication', which supports the Cambridge Technicals in IT Level 3 Unit 1 – Communication and employability skills for IT.



The screenshot shows the OCR IT Level 3 resource for Unit 1 – Communication and Employability Skills for IT. The document is titled 'Written Communication' and contains two tasks. Task 1 is 'Note-taking' and Task 2 is 'Writing a Newspaper article'. The document includes instructions for each task and a list of associated files.

Unit 1 – Communication and Employability Skills for IT

Written Communication

These tasks will help to focus your attention on improving your skills and techniques in communicating via the hand-written and typed word.

Task 1 – Note-taking

You are going to adopt the role of a journalist from a tabloid or broadsheet newspaper (you make the choice). You are going to watch a short video stream of a news report or press conference and you are going to take notes on what happens. You should concentrate on aspects such as:

- the events that have taken place
- the context of the events
- the characters involved
- the history behind the event (if any).

Your teacher will play the video stream at least twice to enable you ample opportunity to get the notes you need.

You should not attempt to write complete sentences at this point, just the keywords.

TIP: If you avidly text on your mobile phone, no doubt you are familiar with the text shorthand language, for example 'gr8' for great, 'lol' for laugh out loud etc. There is no reason why you cannot employ this for when you are note taking within this task.

Task 2 – Writing a Newspaper article

You now have to interpret your notes and transfer them into an engaging and interesting newspaper article that everybody will want to read.

You must make a decision on what type of newspaper your article will be part of, as this will inform you of the type of audience you are writing for. Will it be a:

- **Tabloid** – tends to be written in a less formal, more colloquial style, sometimes using humour. They tend to use shorter sentences and less complicated words. Descriptions don't tend to be very detailed.
- **Broadsheet** – tends to be written in a formal style with longer sentences coupled with the use of more complicated words. They use humour less often within articles. Descriptions tend to be detailed and contain analysis.

Here are some points to consider to prove that your article effectively communicates your content.

Associated Files:
Written Communication

Expected Duration:
Task 1 – approx 30 minutes
Task 2 – approx 1 hour

This resource is a suggested lesson element to engage the student in a number of activities with the purpose of focusing their attention on improving their skills and techniques in communicating via the hand-written and typed word.

This resource comprises of two tasks. A sample answer follows the tasks below.



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Here are some points to consider to ensure that your article effectively communicates your content:

When you are writing the first paragraph, within the first few sentences, you need to answer these questions:

- Who?
- What?
- When?
- Where?
- Why?

You need to grab the reader's attention by using an opening sentence that is a question or something unexpected.

After the first paragraph, give the details. It is always a good idea to include one or two quotes from people you interviewed.



Always write in the third person (he, she, it or they) and always be objective.

Use active verbs so the reader feels things are really happening.

In the last paragraph you need to round off your article. You could try ending your piece with a quote or a catchy phrase.

At the end of the article always include a 'by-line', which is a line stating who wrote the article – in this case you, i.e.: 'By'.

Proof-read your article and edit where needed.

Spell check your article!

Send your article to your editor (teacher)



Writing a newspaper article

The following article is an example of a news article made from notes taken whilst watching 'YouTube' footage of the first flight of the Wright Brothers available at: <http://youtu.be/T5o-fhBKf8Y>

The article is just to guide learners as to the style and layout of the article and the type of language that the learners should be encouraged to use – depending on what type of newspaper they decide to write for, tabloid or broadsheet.

A standard newspaper article has 5 parts

Headline:

This is a short, attention-getting statement about the event.

Byline:

This tells who wrote the story.

Lead paragraph:

This has ALL the who, what, when, where, why and how contained within it. A writer must find the answers to these questions and write them into the opening sentence(s) of the article.

Explanation:

After the lead paragraph has been written, the writer must decide what other facts or details the reader might want to know. The writer must make sure that he/she has enough information to answer any important questions a reader might have after reading the headline and the lead paragraph. This section can also include direct quotes from witnesses or bystanders.

Additional Information:

This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event.



Example of a newspaper article

Brothers get it Wright for Flight

By A.N Otherreporter

Two men from Deighton, Ohio USA, have shaken the aero-nautical world. On Thursday 17th December 1903, Orville and Wilbur Wright flew their amazing flying machine for more than a minute over a beach at Kittihawk in North Carolina.

Realising that there would be sceptics that their amazing invention had accomplished prolonged flight, the two brothers commissioned a film to be made of the ground-breaking feat to ensure that there was undeniable proof of their fantastic achievement.

For many years around the turn of the century, various groups in both on either side of the Atlantic had strived to get their incredible contraptions to leave the ground, however; success was proving elusive until the two Wright Brothers finally discovered the right configuration for their flying machine to allow it to leave the ground.

The main stumbling block for all the inventors was how to generate sufficient power to lift the machine off the ground and then to maintain the flight in a stable and consistent manner. Having an eye for engineering development, the Wright brothers had been secretly working on their flying machine for many years using models in a wind tunnel situated close to their home and they had developed an engine with an incredibly high power-to-weight ratio and it was this plus some additional thrust at the launch site provided by a heavy lead weight catapult, that allowed the two engineering brothers to succeed in leaving the ground.

It was this inaugural flight by the Wright brothers that opened to door to modern air travel although at the time nobody would have dared to believe that the age of powered flight had just begun.



These activities offer an opportunity for English skills development.

LESSON *Elements*

The building blocks you need to construct informative and engaging lessons

To give us feedback on, or ideas about, the OCR resources you have used email resourcesfeedback@ocr.org.uk

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