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| Write instructions | | |
| Target core skills This task covers ASCF Writing Levels 1 to 3. | | |
| Target audience This is a generic task. | | |
| Content coverage This task requires candidates to respond to a written stimulus and produce a procedural text. Demonstrated understanding will be enhanced by the candidate’s ability to use prior knowledge and experience to bring meaning to their writing. | | |
| Instructions to assessor This task requires the candidate to choose a topic and write a set of instructions.  This is a generic writing task that can be used to assess writing performance. It can also be used to confirm a writing level that may have been demonstrated in another task in the bank, but where you are not sure about the level of performance.  To complete this task, some learners may need to brainstorm the content before writing. It is also important that the learner understands that layout, structure and proofreading are critical in completing this task. | | |
| ACSF mapping | | |
| **Question** | **ACSF skill level indicator** | **Domains of Communication** |
| Writing | 1.05 or 2.05 or 3.05 1.06 or 2.06 or 3.06 | Workplace and employment and/or Education and training |

The following table outlines some of the key characteristics that you would be looking for at the various Levels 1 to 3. Refer to the complete copy of the ACSF for more detail.

It is possible that learners will be at different levels within the writing indicator. You will need to refer to the full ACSF document to assess if this is the case. This will give you more information about how to target future training.

## ACSF indicators

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| --- | --- |
| **ACSF level** | **Performance Features** |
| 1 | * may be able to write one or two dot points * simple structure * may demonstrate very limited sequencing * may check writing but may not recognise errors * very limited vocabulary * may demonstrate inconsistent spelling and script (upper and lower case) |
| 2 | * can write about five dot points * will demonstrate some sequencing * will check for errors and be able to self-correct some of these * vocabulary includes key words relevant to task * will use basic punctuation, eg. capital letters, commas * spelling will be fairly accurate and mistakes will not interfere with overall meaning |
| 3 | * will be able to write more than five dot points * writing will be sequenced * will plan, draft and proofread and be able to self-correct work and check for accuracy * vocabulary broad so that relevant word is used and shows some precision in word choice * grammar will be consistent, eg. start each dot point with a verb * correct punctuation, eg. apostrophes * spells with reasonable accuracy and attempts to spell some unfamiliar words by using knowledge of spelling strategies |

# Write instructions

Write a set of instructions to complete ONE of the following tasks:

1. Checking the oil in your car
2. Making your favourite recipe
3. Withdrawing cash from an ATM
4. Changing the battery in a smoke detector
5. Changing a flat tyre on a car
6. Choose a topic of your own.