

ACTION-BASED ACTIVITIES

TOPIC C4.2 : DRIVING

THEME C4 LEISURE



COMMUNICATION

LEVELS 1 & 2

ISSUED SEPTEMBER 2005

INSTRUCTIONS

WHAT DO I DO?

Use this booklet to help you:

- plan an Action-based Activity on the topic Leisure
- carry out an investigation into the subject
- produce ALL the evidence needed for your portfolio.

NOTE: Use this booklet WITH the Learner's Planner and Guide.

WHAT IS ASSESSED?

Leisure is one of six themes you can choose for your Action-based Activity/portfolio work. It includes topics such as:

- C4.1 Television
- C4.2 DRIVING
- C4.3 Holidays

TOPIC C4.2 DRIVING

There is a lot you could study about driving. It's a big topic, so it's best to narrow it down so that you focus on something that really interests you. This guide will take you step by step from getting started, to writing and checking your final piece of work. Each step follows Part Two of your *Learner's Planner & Guide*, so read it alongside this booklet.



It's a good idea to follow this advice.



You must do this to get the qualification.



STEP A



CHOOSING A TOPIC

Think about the topic "*Driving*" and things about it that you might like to study. Don't rush or you may miss something. One of the best ways to start is to *mindmap*.

TASK 1

GETTING STARTED MAKING A MINDMAP

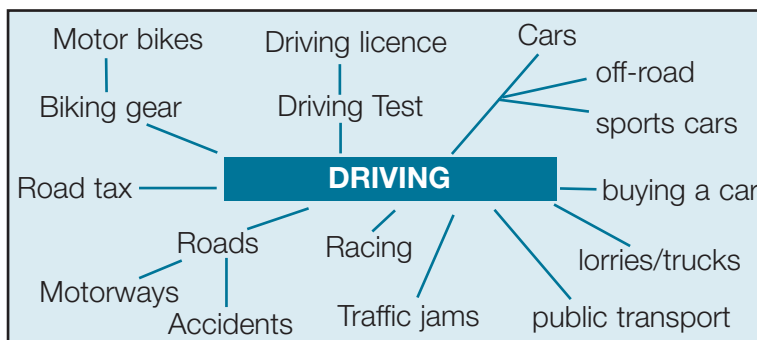
Allow about 20 minutes

On your own, or with a colleague, think about and talk about "*Driving*" and aspects of it you might like to study.

Work together to make a **mindmap** of the subject. You can find how to do this on page 5 of the *Learner's Planner & Guide*. You may want to think about:

- the development of the car and of driving
- how to be a better driver
- causes of road accidents
- drinking and driving
- your favourite car journey
- the cost of motoring.

PORTFOLIO EVIDENCE – You could copy and add to the unfinished example below. This could then go into your portfolio as evidence that you have thought about your chosen subject.



ESSENTIAL SKILLS
ACTION BASED ACTIVITIES



Continued

TASK 2 FRAMING A QUESTION

Allow about 15 minutes

When you have made your mindmap, focus in on one or two ideas that:

- interest you
- will be easy to research and get information about (talk to your tutor if you are unsure).

Write these ideas down and then try to turn them into **QUESTIONS**. This will help when you write up your conclusions later. The examples in the box may help you do this.



Topic : Driving

Original Idea	Question
Road safety	Has driving become safer or more dangerous?
History of motoring	Is the family car the greatest invention of the 20th Century?
Favourite car journeys	What are people's favourite car journeys and why?
Better driving	What are the secrets of better driving?

In your portfolio, write down your chosen title/question.

Check with your tutor that it is okay. (Remember, you can always change it later if necessary.)

TASK 3 LOCATING RELEVANT INFORMATION

Allow about 10 minutes

Your next task is to locate relevant information for your portfolio. Check with your tutor that:

- there is enough information
- it is easily located
- it is of the right standard

TASK 4 ACTION PLANNING

Allow about 30 minutes



PLAN – It's a good idea next to draw up a plan of action. Make a table and on it write down what you intend to do and when you will do it by. Highlight key dates and deadlines (e.g. when you are giving a talk or having a discussion).

COMMUNICATION
TOPIC C4.2 : DRIVING

**STEP
B**



READING TO OBTAIN INFORMATION

Reading and obtaining information are an essential part of the qualification and you must be able to show that you have collected, read and extracted information for **DIFFERENT** sorts of documents.

There are lots of ways of finding information on driving such as:

- books in the library
- car magazines and newspapers
- using the Internet
- talking and interviewing people
- using questionnaires
- visiting local garages.

TASK 5 READING AND FINDING OUT (to answer your question)

Allow about
1½ hours

Look for suitable documents to read. If you are studying for **level 2** communication skills they will need to be more than 500 words long.

TASK 6 RECORDING INFORMATION

Allow about
1½ hours

READ and MAKE NOTES from all documents that you think are helpful and relevant (the box below shows you how to write your notes).



Topic: 'Why do people buy sports cars?'

Magazine: "What Car? Magazine"
Date: February 2004
Author: Jim Paul
Magazine article: Sports cars – Five of the Best (11 pages)

Main points noted from the chapter:

- More and more women are buying sports cars today
- People don't mind the lack of space providing they "look good"
- Cost is a major factor in what people choose, but is not the main one
- Most people buy sports cars for their looks rather than their handling
- Many sports cars can travel at twice the legal speed limit.

Summary: You will then need to write down in your own words what you have read in the chapter.

Put the notes in your file - they form your reading evidence.



ASSESSMENT Your tutor will assess that:

- the notes you have made are relevant
- you have clearly identified key points
- you understand what you have read.

**STEP
C**



DISCUSSIONS

Taking part in discussions is an essential part of the qualification. For **LEVEL 1** you can take part in a one-to-one **OR** a group discussion. At **LEVEL 2**, it must be a group discussion. A discussion can be on any topic from the six Themes (See *Learner's Planner & Guide*, page 10).

Your **tutor** will need to observe and assess how well you do.

TASK 7

TAKING PART IN DISCUSSIONS ABOUT YOUR TOPIC

Allow about
1 hour

1. **Invite** colleagues to join you in a discussion about your chosen topic and fix a time and date when you will meet. Make sure your tutor is also able to be there if you want to be assessed.
2. **Plan** and practise for the discussion so you are properly prepared (see the box below).



PLANNING AND TAKING PART IN DISCUSSIONS

1. Think about what you will talk about – it's no good just having a chat! The discussion must be focussed on the subject.
2. Decide on a subject and a question to discuss e.g. "Should 17 year-olds be allowed to have control of a lethal weapon – a car?"
3. Agree a time and place for the discussion.
4. Set aside 15–20 minutes for the meeting.
5. Make sure your tutor is there to assess it.



ASSESSMENT Your tutor will assess you on:

- speaking clearly
- keeping to the point
- giving relevant information
- listening to others
- using positive body language
- keeping the discussion going.

**STEP
D**



GIVING A TALK (Level 2 only)

At level 2 you must give a short talk to an audience (see your *Learner's Planner & Guide*, page 21 for detailed tips on how to give a good talk).



Although there are no hard and fast rules, a talk will normally follow the format given in the box below (in this case on the topic of "Safer Driving – Safer Roads")

It is a good idea to prepare prompt cards and material (e.g. pictures, PowerPoint etc) to illustrate your talk.



1. Think up a **title** e.g. "Safer Driving – Safer Roads"
2. **Introduction** – *"My talk today is about driving more safely. I will tell you about research I have carried out on safer driving methods; a survey of local people's attitudes and ways of making our roads better."*
3. **Main section** – take each of the main findings of the research and survey and expand on them.
4. **Conclusion** – *"So, I hope I have been able to show how driving ..."*
5. **Questions** – *"Are there any questions or observations you would like to make?"*

TASK 8

Allow about
2 hours

GIVING A TALK OF AT LEAST 4 MINUTES ABOUT YOUR TOPIC

Note: This task is only relevant if you are doing level 2.

Plan and prepare for your talk. Make sure the time and date is fixed and that your tutor can be there to assess it. Practise at home – it really does help!



ASSESSMENT Your tutor will assess you on:

- speaking and making your case clearly
- keeping to the point
- giving relevant information
- being well organised
- using positive body language
- answering questions clearly.

**STEP
E**



PLANNING AND WRITING DOCUMENTS

Your portfolio must contain at least two different written or word-processed documents (see pages 12–13 in your *Learner’s Planner & Guide*). At level 2, one of them must be over 500 words long.

TASK 9

Allow about
2 hours

PLANNING AND WRITING ONE TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

1. Check what you already have in your portfolio. You should have notes of documents you have read and information gathered. You may find that you have already written a letter or short report which you can use as evidence of writing!
2. Decide on **one** type of document you will produce. For example, you might include a report of interviews you have had with driving instructors, or a letter you wrote to the local paper about an accident black spot. The box contains more examples:



EXAMPLES OF DOCUMENTS YOU MIGHT WRITE ON ‘DRIVING’

Short documents:

- a letter to a major car manufacturer
- a leaflet advertising a new driving school
- a short report on people’s attitude towards driving while using mobile phones.

Longer documents:

- an article for a newspaper on the joys of driving
- a full report on a survey of 20 people’s driving habits
- a wall display on safer driving.

3. Start **WRITING** one type of document on your chosen topic. You are strongly advised to use a computer to do this as this will:
 - enable you to redraft work quickly and easily
 - make your work look more professional
 - make spell checking easy
 - provide opportunities to include images, tables, charts, graphs etc. – you **MUST** include an **image**.
4. **PROOF READ** your work carefully.

ESSENTIAL SKILLS

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ASSESSMENT Your tutor will assess your work for:

- its relevance – sticking to the point
- its structure – it must be organised
- its style – easy to read and suited to the job

TASK 10 PLANNING AND WRITING A DIFFERENT TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

Allow about
2 hours

Repeat Task 9 for a different type of document on your chosen topic.



COMPILING THE FINAL PORTFOLIO

TASK 11 THE FINAL PORTFOLIO OF EVIDENCE

Gather together all your work and select from it the evidence needed to meet the requirements of the qualification.

(Your tutor will help you with this task).



DRIVING

MORE ACTION-BASED ACTIVITY IDEAS

1. Carry out a Which?-type survey – interview people about how they like their car and how reliable it is.
2. Survey (by observing and recording) how motorists behave at a busy road junction or outside a school.
3. Interview a number of driving instructors or police driving instructors on people's driving habits.
4. Survey males and females so that you can compare their attitudes to driving.
5. Choose one type of vehicle (e.g. sports car, family saloon, motor bike) and compare 15 different makes in terms of the way that they "drive".
6. Collect cuttings from your local paper about driving accidents over a period of one month. Analyse findings for trends, causes etc. Report.
7. Interview about 20 people to find out about their favourite road journey. Make sure you plan the interviews.
8. Investigate how driving habits have changed over the past 50 years. Do this by reading about it and talking to people.
9. Investigate driving as a career. Research opportunities (e.g. ads in newspapers, Jobcentre). Talk to people who drive for a living.
10. Research motor or motorbike racing and all aspects of driving at incredible speed.
11. Investigate bad driving habits – drink driving, driving while phoning, driving without a seat belt – find out what the law says and how people behave.
12. Investigate the real cost of driving (owning a car). Use RAC/AA and other reports to get started and then cost driving different vehicles for a year.
13. Develop ideas for a campaign on better driving – you might produce a short magazine or a wall display to support your ideas.



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